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ABSTRACT

An alternative high school program was evaluated. In 1990 the Program for Alternative Comprehensive Education (PACE) enrolled 40 students in grades 9 through 12 from 20 school districts in Nassau County (New York). Students had been assessed as being at risk for dropping out. The curriculum emphasized self-paced learning in an individualized, non-competitive, supportive, and structured setting. The evaluation focused on former and current students and their parents, school districts, and program staff. Affective outcomes, cognitive outcomes, and student outcomes were investigated along with the assessment of program components. Numbers of respondents in the groups surveyed and respective response rates were: (1) 13 PACE staff (87%); (2) 24 parents (16 mothers and 8 fathers) of current students (69%); (3) 19 administrators of 29 referring districts (66%); (4) 17 current students (49%); (5) 7 administrators from 15 non-referring districts (47%); (6) 16 parents of former students (21%); and (7) 13 former students (17%). Participation in the PACE program was associated with improvement in student interest in school, academic achievement, relationships with teachers and administrators, attendance, behavior, and social relationships. Twenty-three tables contain information about participants. Six appendices provide supplemental information, including the questionnaire used at the time of student intake and seven supplemental tables. (SLD)

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P.A.C.E.

Program for Alternative Comprehensive Education

Evaluation Report
January 1991

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ABSTRACT

Evaluation of this alternative high school program, which in 1990 enrolled 40 students in grades 9-12 from 20 Nassau County, New York school districts, focused on former and current students and their parents, school districts, and program staff. In addition to assessing helpfulness of program components, the evaluation investigated affective outcomes, cognitive outcomes, and student outcomes. Participation in the alternative high school program was associated with vast improvement in students' interest in school, academic achievement, relationships with teachers and administrators, attendance, behavior, and social relationships.

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PROGRAM DESCRIPTION

Overview

The Program for Alternative Comprehensive Education (P.A.C.E.) is an alternative high school program, located at the SUNY Campus at Old Westbury, for secondary students in Nassau County who have been identified at high risk of dropping out. P.A.C.E.'s goal is to motivate capable but disaffected students to learn so that they will graduate from high school.

The curriculum emphasizes self-paced learning in a highly individualized, non-competitive, supportive, and structured setting. Small classes consisting of 4 to 8 students allow for flexible pedagogical approach and intensive individual instruction and supervision. Instruction is reinforced with remedial assistance and computer assisted instruction.

Student assessment focuses on identifying strengths, rather than weaknesses, of participants. Program components and activities are designed to maximize strengths. Support elements include provision of guidance services, career exploration, training in decision making, life skills education, individualized and group psychological and counseling services, involvement of students' local schools, and involvement of students' families.

The model provides for ongoing assessment of referrals as received, continuous enrollment, and ongoing placement. Individual career support plans, a product of a series of individualized assessments beginning at intake to the program, provide a vehicle for ongoing monitoring and documentation of progress.

Traditionally, alternative education for the potential high school dropout enables students to achieve a local high school diploma. P.A.C.E. enables students to accomplish the traditional goals while having the option of obtaining minimum skills required for an entry-level career ladder job. A wide range of instructional resources include more than 30 occupational skills training programs offered at the various Nassau Tech centers. The optional occupational education component allows students to learn vocational skills in a specific trade or service while they complete academic requirements for a local diploma awarded by the home school.

P.A.C.E. accommodates needs of high risk students to experience success and achievement, improve self-esteem and family relationships, identify career goals, obtain marketable skills, and obtain a high school diploma. The program provides intensive support, counseling, and psychological intervention which these students need if they are to succeed.

Target Group

P.A.C.E. is designed for secondary students who have potential for achieving local high school diplomas, but are not succeeding in a traditional high school setting. Frequently, these students have poor academic or study skills and low self-image due to repeated failure. P.A.C.E. students have a history of poor attendance. They may have problems at home or may have been involved with drugs and alcohol.

Students rejected from home schools due to disciplinary or drug-related situations are not accepted to the program. Moreover, P.A.C.E. is <u>not</u> designed for students identified as having handicapping conditions; students so designated are served by the Nassau BOCES Division of Special Education where they receive appropriate support services.

In April 1990, 40 students (23 girls and 17 boys) from 20 Nassau County school districts were enrolled in P.A.C.E.(Appendix A, Table 1). Of the total 40 students, 23 were in Grades 11-12 and 17 were in Grades 9-10 (Appendix A, Table 2). Three students were 14-15 years old; 20 students were 16 or 17 years; 14 students were 18 years, and 3 students were 19 years (Appendix A, Table 3). Thirty-four of the 40 students were Caucasian, and 6 were African-American.

Twenty-two of the 40 P.A.C.E. students lived with both natural parents; 11 lived with a single natural parent; 5 lived with a natural parent and stepparent. Two lived with a foster parent, and 1 lived with a grandparent (Appendix A, Table 4).

Students who attended P.A.C.E. were not classified as handicapped, nor were they troubled by serious health problems. Thirty-six of the students had no health problems at all; four students had various problems including mononucleosis, scoliosis, allergies to medication, and insomnia.

Intake Procedure

The P.A.C.E. guidance counselor disseminated brochures, responded to telephone inquiries, and forwarded application packets to school districts upon request.

Upon referral by a Nassau County school district, the P.A.C.E. guidance counselor and psychologist examined the prospective student's high school records and conferred with the local district guidance counselor to learn about the student's personal and educational background.

The P.A.C.E. administrator and psychologist conducted a one-hour interview with each prospective P.A.C.E. student and his or her parent(s) to obtain additional insight into students' attitudes and behaviors. (A district representative sometimes accompanied the student and parent.) The student's background was discussed to determine the prospective student's and the parent's perceptions of prior problems which led to the P.A.C.E. referral. During the initial interview, the program was described to the

visitors and the visitors toured the program site and classes in session.

The initial interview established rapport with the parents and allowed program personnel to assess the degree to which support may be expected from the home. Frequently, parents were positively impressed with program and expressed relief that their child would be in a positive learning environment. Parents made comments such as, "I wish I could sign myself up" and "I wish they had something like this when I was in school."

Candidates completed a confidential Student Information Questionnaire that elicited information about family composition, home environment, medical history, school adjustment, past residences, and social adaptability. Responses to the questionnaire were reviewed by the guidance counselor and included in the Student Intake Packet.

For each prospective student, a student intake packet was completed. This packet included the following:

- Student referral form
- High school transcript
- Regents Competency Test scores
- Health record
- Student evaluations and disciplinary reports
- Name of district contact person (Appendix B).

The completed Student Intake Packet was forwarded to members of the Intake Review Committee for consideration. The Intake Review Committee consisted of the P.A.C.E. administrator, school psychologist, and guidance counselor.

The prospective student was required to attend P.A.C.E. for one day prior to the decision of the Intake Review Committee to allow the student to interact with faculty and other students. If admitted, a letter of acceptance to the program was sent to the student and district contact person. The local school district was responsible for arranging transportation.

In 1989-90, 37 prospective students were interviewed for admission to P.A.C.E. Of the three students who were not accepted into the program, one student needed more remediation than P.A.C.E. was able to provide, another was experiencing serious behavior problems, and a third student needed a therapeutic environment. An additional three students were accepted, but did not enter the program. In two cases, the students decided not to attend, and in the third case the referring district was unwilling to pay the tuition.

Students entered P.A.C.E. at any time during the school year. Upon acceptance, the guidance counselor reviewed registrants' transcripts and report cards, coordinated administration of an interest inventory, and scheduled students for classes, programs, and needed services.

Attendance Policy
P.A.C.E. emphasized that attendance was critical to school success. Students were accountable for all of class work, homework, and tests during periods of absence.

An Attendance Incentive Program rewarded perfect attendance and recognition for most improved attendance. Homerooms with 90% or better attendance received an award, and individual attendance of 90% or better was recognized.

A teacher aide compiled a daily absence list and distributed weekly attendance summaries to each teacher. The teacher aide telephoned students' homes to encourage return to school, to inquire about unexplained absences, and to request parent notes for student absences. Chronic absence and repeated lateness resulted in review and possible probation. When a student was disengaging, program personnel worked intensively with the student and the family to reengage.

One student was removed from P.A.C.E. by the home district because of inadequate attendance; the student was referred to a GED program. Two other students who were unable to attend regularly and did not satisfy classroom work and course expectations were placed on home instruction by their local districts. One student who was able to work on independent strands in each curriculum area graduated despite a high absence rate.

Psychological Services
Assessment: Students completed an inventory to determine their preferential learning style, i.e., whether they were visual, auditory or tactile learners. This information was shared with the faculty so that it could be incorporated in teaching strategies.

The psychologist assessed the more problematic students to identify their psychological needs, learning styles, and skill levels. Tests which were administered ranged from a full psychological battery including intelligence tests (WAIS-R/WISC-R), personality tests (Rorschach, TAT, Sentence Completion, HTP), and achievement tests (BASIS, WRAT-math, reading, spelling), to a simple reading and math inventory.

Data collection was systematized. Two folders were maintained for each student: one contained academic history and the other contained personal information. The psychologist kept confidential student records in a locked file cabinet.

Counseling: The psychologist worked with P.A.C.E. students who, characteristically, had low self-esteem and little understanding of the relationship between effort and achievement. Many of the students did not take responsibility for their actions, came from dysfunctional families, and had difficulty managing stress.

All students participated in either individual or group counseling sessions. Students were helped to perceive that they control

their own lives and that they can learn from their experience. Counseling sessions related cause and effect and built personal worth and self-esteem.

Individual counseling, conducted as needed, was the most commonly used form of counseling. Individual counseling allowed the psychologist to identify personal problems, especially as these related to and interfered with school functioning, and to develop students' coping strategies and techniques. Some students required counseling twice a week, others only during crisis.

Group counseling was conducted separately for males and females; each group met once a week. Group counseling addressed specific issues of common concern such as sexuality, boy/girl relationships, substance abuse, communication with parents, and making choices.

Problems discussed during counseling were diverse, ranging from specific academic, social, and family issues which interfered with effective performance of students to very personal, deep-rooted concerns of long standing. Problems such as substance abuse, excessive absence, sexual acting out, low-self esteem, difficulty maintaining friendships, and difficulty following through were of immediate concern to students; these problems were addressed frequently. Often, these specific problems were symptomatic of various difficult and recurring problems which interfered with school performance for a long time.

Counseling sessions were scheduled on a regular weekly basis for those students who demonstrated a need for regular meetings. In 1989-1990, thirty-five to forty percent of students were scheduled for individual counseling on a weekly basis.

Crisis Intervention: Crisis intervention, conducted as needed, allowed the psychologist to intervene when students needed immediate counseling to defuse volatile situations involving peer, family, and authority relationships. Arguments between students, romantic quarrels, and problems at home contribute to emotional vulnerability predisposing students to crisis in response to an adverse situation in school.

Often, crises were preceded by depression and were recognized by verbalizations about death or dying. Procedures for responding to crisis included a supportive counseling session, mediation, telephone calls home to inform parents, and referrals to outside agencies, depending upon the type of crisis.

A crisis intervention model used a case management approach for approximately 15 students. Referrals were made to two outside agencies (Manhasset Community Day Center and Family Counseling Practitioners) for drug rehabilitation and family counseling.

Staff Training: The psychologist and staff discussed strategies for working with, motivating, and engaging this at-risk population. Staff were provided with strategies for supportive counseling, self-esteem building, information sharing, reality therapy, assertiveness training, anxiety reduction, and mediation. The psychologist and staff conferred throughout the school year as often as necessary, even daily, concerning issues pertaining to individual students.

Conferences were conducted to generate strategies for facilitating growth of specific students. The psychologist presented in-depth information concerning the academic, intellectual, and social-emotional problems and needs of problematic students. Faculty and administration shared information and concerns, and they made decisions and recommendations for building and sustaining positive, productive working relationships so that students may remain in school and on-task academically and behaviorally.

Student Support: P.A.C.E. did not tolerate disruptive behavior which interfered with work of others or with the tone of the program, nor did the program tolerate disrespect towards students and staff, use of abusive language or force, possession of knives, guns, and other weapons, possession or use of drugs or alcohol, smoking except in designated areas, leaving the campus without permission, and unauthorized vehicles.

Consistent student regulations and disciplinary procedures were communicated to students. When students did not adhere to rules, Level 1, Level 2, and Level 3 interventions provided academic, behavioral and social/emotional interventions to provide appropriate support. Students participated in conferences with classroom teachers, administration, parents, and personnel from the home district as they developed contracts for support at various levels. This labor intensive student support program provided the substantial support needed to reverse long histories of failure.

Level 1 support consisted of a student conference with a staff member to discuss a course of action addressing a problem area. The student and staff member negotiated and signed a contract delineating specific goals including positive program and classroom participation. A breach of the Level 1 contract or a serious infraction of behavioral guidelines activated Level 2 support, consisting of a conference attended by a student, a staff member, and the administrator. Agreements reached at this meeting were shared students' parents and home districts.

The Level 3 conference was called for infractions of the Level 2 contract. Level 3 included the student, staff member, parents, home school officials, administrator, and appropriate support personnel. Additional support services were occasionally required as a condition of retention in the program.

For the majority of the students, the student support approach was successful. Behavior became more appropriate; re-engagement

and renewed school participation were evidenced. Some problems were resolved after Level 1, or Level 2 intervention, while some problems needed the full Level 3 approach. A disciplinary referral record was established recording interventions and actions taken. Appendix C includes the forms utilized to implement the student support system.

Support for Parents: Parents were informed of their child's progress through reports sent between quarters, quarterly report cards, status reports, teacher-generated reports, parent night folders, and reports of student attendance. In addition, the guidance counselor remained in ongoing telephone contact with all parents.

Parent support groups, led by the psychologist, helped parents to communicate with and cope with their troubled children. Parents had the opportunity to share concerns, to better understand the problems facing their children, and to learn behavior modification techniques. Support for parents reinforced strategies utilized by and gains made through P.A.C.E. Parents were encouraged to consider themselves part of the support team.

The psychologist conducted family counseling sessions as needed.

An Open House in the fall of 1989 was attended by parents of 18 students. Two parent conference sessions held by the school psychologist during the spring of 1990 focused on parent/child interactions. A parent meeting addressing conflict resolution held April 25, 1990 was attended by seven parents. The participating parents expressed interest in continuing to attend parent groups.

Guidance Services

Setting Goals: The COPS interest inventory and the more comprehensive, computerized Vocational Activities Inventory (both administered in coordination with the BOCES occupational education programs) provided the P.A.C.E. guidance counselor and prospective student with an understanding of occupational programs in which he or she may be interested.

In addition, the guidance counselor helped students prepare college applications. In 1989-90, 13 out of 15 graduating students applied to college.

The P.A.C.E. philosophy maintains that students are motivated to achieve when they work towards self-designed and self-imposed goals. To this end, plans are in place (for the 1990-91 school year) to have the guidance counselor meet with students individually and in groups to help students clarify their goals. Students will identify short-, medium-, and long-term goals and will be guided to develop reasonable expectations and timelines. It is anticipated that students' goals will include completing homework, obtaining and holding a job, attaining good grades, getting along with teachers, maintaining relationships, and saving money.

Communication with Referring Districts: Students were required to complete requirements for graduation. Graduation requirements were developed and articulated in cooperation with referring districts' guidance staff. Referring districts were required to approve students' courses of study.

Communication with referring districts was maintained through telephone calls, correspondence, and site visits. Quarterly progress reports, quarterly report cards, and results of RCTs were forwarded to district guidance counselors.

Communication with Occupational Education Programs: In 1990, 18 P.A.C.E. students participated in 13 occupational education programs. These 18 students attended a half-day at the P.A.C.E. site and a half-day at an occupational training site in a specific vocational area (Appendix A, Table 5).

P.A.C.E. maintained close links with the occupational educational programs, supporting rules of conduct, monitoring daily attendance, and discussing students' progress with their occupational education guidance counselors. The P.A.C.E. guidance counselor reviewed the grades of occupational education students and reported these grades to parents and home schools.

Seven P.A.C.E. students, accompanied by the P.A.C.E. guidance counselor and a teacher aide, cooperated with the planning for Career Day and attended Career Day events on March 22, 1990 at C.W. Post/Long Island University.

One-fifth of the students received third-quarter grades of 80 or better in occupational education programs. Three-fifths earned third-quarter grades of 65-75 (Appendix A, Table 6).

Mentor Program: In 1989-1990, each homeroom teacher, as well as the administrator, pupil personnel staff, and teacher aides, served as a one-on-one mentor for each prospective graduate in his or her homeroom class. All nine students who were assigned mentors graduated.

Curriculum

Clear Expectations: For each course, students received a detailed syllabus defining the material to be covered, tests, quizzes, projects, and completion dates. Students were graded over four quarters. Quarterly grades consisted of academic work (80% for classroom assignments, tests, quizzes, reports) and of class participation (20% for attitude and attendance).

Expected behaviors concerning attendance, tardiness, and homework policies were defined with rewards for conformity and consequences for noncompliance clearly delineated.

Independent Guided Study: Independent guided study (IGS) was arranged through contract on a quarterly basis with one unit of credit awarded for 108 hours of independent study. The student learning contract listed individual activities on a weekly basis and included criteria for grading. Learning was demonstrated in writing through notes, tests, workbooks, or other forms of expression.

IGS students attended the Learning Center an additional three periods a week. Learning Center staff rated students at each work session. A content area teacher met with individual students once each week to review progress.

In 1989-90, ten students enrolled in IGS in English, six in social studies, five in math, four in art, two in science, two in psychology, and one in health. All students who participated in the IGS program passed.

Based upon testing by the psychologist, three students were selected for participation in an individualized remediation program for reading, writing, communication, and thinking skills.

Media: The Learning Center maintained a lending library system for curriculum-related films and videos. Each content area teacher identified opportunities to infuse media into the curriculum for his or her discipline.

In 1989-90, six students participated in a film course developed as an English elective. Eleven 12th-grade students in the English class wrote, presented, and videotaped an original script for "Go Ask Alice". Also, students wrote original plays and obtained feedback from a consultant from the Playwright's Foundation.

Students in science and social studies classes videotaped appropriate programs using the Learning Link.

All P.A.C.E. students participated in the Newsday Stock Market Game over 1989-90. The Stock Market Game was infused into the math and economics curricula.

Joint Decision Making: Weekly faculty meetings and case conferences were vehicles for sharing ideas and concerns about students and program implementation and encouraging joint decision making by the faculty and administration on a variety of matters including student participation and curricula.

Participation in a school legislature allowed students the opportunity to play a greater role in decision making within the school while developing increased appreciation for the legal system and the parliamentary procedure.

Major themes that were integrated into each of the curriculum areas during the 1989-90 school year were "Me and My Family," "You and the Community," and "You and the World." Students responded positively to these themes.

Academics

English: The English curriculum offered NY SED mandated Grade 9 through Grade 12 courses as well as electives in film and novels. An interdisciplinary English/Social Studies course on the Grade 9 level offered students a program of global studies (Africa, and South and South East Asia) and complementary novels and short stories including Things Fall Apart, Children of Eve, Folktales of India, Genius That Was China, Malaysian Short Stories, and Burmese Monks Tale. Grade 10 and Grade 11 English both involved journal writing, vocabulary development, behavioral and study skills, and reading novels (including Go Ask Alice, A Hero Ain't Nothin' But a Sandwich, The Outsiders, and That Was Then; This is Now for 10th Grade and Of Mice and Men, Killing Mr. Griffin, Effect of Gamma Rays on Man-In-The-Moon Marigolds, and Pigman. Twelfth grade English included readings of short stories, and plays including Deliverance, Streetcar Named Desire, Catcher in the Rye, and Women of Brewster Place, as well as videotaping, and researching a career or profession.

A combined Grade 10/Grade 11 English course allowed students the opportunity to reading novels and plays such as Inherit the Wind, Effect of Gamma Rays, The Chocolate War, Butterfly Revolution, and Jonathan Livingston Seagull.

An elective course in Drama as Literature included the history of drama to modern plays and involves reading of "Our Town," The Crucible," "Romeo and Juliet," and more.

Math: General math covered basic math foundations including computations using whole numbers and decimals, number theory, statistics, fractions, measurement, ratio, and proportion, percent, geometry, perimeter, area, volume, rational numbers, and equations. Business math covered math applications to business situations such as checking, credit, taxes, insurance, employment, automobile expenses, trade industries and careers.

Exercises in general math and business math included graphing exercises, playing the Newsday Stock Market Game, and recording monthly attendance for individual students and for homerooms.

Sequential II covered intermediate algebra, geometry, logic, probability, statistics, coordinate geometry, and equations. Sequential III included rational expressions, irrational numbers, transformation geometry, trigonometric functions and graphs, exponential functions, and logarithmic functions.

Social Studies: Courses in global studies for 9th and 10th graders advanced understandings in geography and human rights. The areas of the world studied included Africa, South East Asia, East Asia, Latin America, the Middle East, Western Europe, Soviet Union, and Eastern Europe. Each area was studied in terms of its physical and historical setting, the dynamics of change, contemporary nations, cultures, economic development, and its place in the global community.

United States History and Government, taught in Grade 11, focused on knowledge and values rooted in the historical tradition and in contemporary society, encompassing economic, social, literary, spiritual, political, and military activities. The historical units included origins of the Constitution, industrialization of the United States, reform and progressivism at the turn of the century, world involvement and the Depression, the emergence of the United States as a world power, and the post-war period.

United States Government and Law, taught in Grade 12, presented current issues in American government and society, background in civil and criminal law, and workings of democratic government. An elective in Economics was offered to Grade 12 students.

Science: Course offerings in science included Biology, Environmental Science, and General Science. All three courses were rigorous and content-oriented, coinciding with material covered in the regular (average) classes of the home schools.

An on-site lab was equipped with various equipment for motivating students and challenging their intellectual curiosity. Equipment included microscopes, dissecting trays and kits, Petri dishes, test tube racks, beakers, triple-beam balance, specimens, slides, molecular models, a weather station, water and soil test kits, heat lamps, thermometers, human and organ models, electricity boards, magnets, incubator, resonance box, and mineral identification kits. Various teaching strategies were utilized, and students worked both individually or in groups.

Application-oriented science courses gave the students first-hand knowledge of their environment and stimulated interest in protecting it. The curriculum benefitted from the natural environment of the SUNY Old Westbury campus and accessibility to Nassau BOCES' agricultural programs for the study of plant and animal life and to the BOCES Outdoor Education programs.

Student interest was evidenced in a number of ways. Students conducted follow-up activities and shared results with the class. They applied for summer programs on topics covered in class. They entered contests and did extra-credit work in areas of interest. Projects which particularly captured students' interest included recycling, public awareness of environmental issues, water quality testing, and field identification of fauna and flora and ecological relationships.

In 1989-90, eleven students studied Biology, seven students studied Environmental Science, and eleven students studied General Science. Analysis of third-quarter science grades for 1989-1990 indicated that four-fifths of the students demonstrated knowledge of the subject matter and passed their science courses (Appendix A, Table 7).

Art: P.A.C.E. provided credit in art as required by the Regents' Action Plan. Space, materials, and supplies supported curriculum needs. The on-site art studio was a rectangular room approximately 15' by 40' divided into a student work area equipped with eight art tables and teacher desk area. The art studio was supplied with materials and supplies including art paper, newsprint, drawing papers, tissue paper, oak tag, lead and colored pencils, pastels, inks, acrylic, spray and water color paints and gels, brushes, glue, clay, and art books.

A diversified art curriculum focused on art appreciation, exposing students to a variety of art forms and media through lessons, projects, and field trips to museums and galleries. High-interest, hands-on projects in sculpting, painting, and ceramics, designed specifically to reduce frustration levels and increase visual and tactile expression, generated immediate gratification and positive reinforcement.

Eleven students participated successfully in the on-site art studio during the 1989-1990 school year, completing the required art elective.

Physical Fitness: An on-site physical fitness center was equipped with a treadmill, an ergocycle, video workout tapes, a weight bench and weights, tumbling mats, two stationary bicycles, a low impact climber, a rowing machine. The curriculum ensured that students fulfill SED-mandated diploma requirements in physical education they developed a positive attitude toward and learned skills to promote cardiovascular fitness.

Because most P.A.C.E. students needed to compensate for earlier school failures in physical education, a strand of independent guided study was developed in this area including PE Seminar, Project Adventure, and Caumsett. In 1989-1990, 19 students participated in independent study through PE Seminar; 30 students participated in Project Adventure; 31 students participated in Caumsett. Thirty-eight students successfully completed 1/2 semester credits in physical education.

Health: A health curriculum included components in physiological, psychological, and social health. Students discussed mental health (emotions, decision making, and values), and learned about mental illness, stress and stress management, and suicide. Drug, alcohol, and tobacco use and abuse were discussed in terms of effects on the body, law, and rehabilitative treatments. Safety and first aid (accidents in the home and on the roads), consumer health (quackery, advertising, consumer protection), and nutrition were components of the health curriculum. In addition,

students learned about death and dying (definitions, terminal disease, burial, and bereavement) and human sexuality (reproduction, conception and pregnancy, relationships, marriage, parenthood, and sexually transmitted disease, AIDS in particular).

Organization and Staffing
P.A.C.E. was operated out of the Nassau BOCES Division of Occupational and Continuing Education which administers secondary programs and adult continuing education programs.

A concentrated staffing pattern provided the individualized instruction and guidance required by P.A.C.E. students. Administrative, clerical, and teacher aide support augmented the program design. P.A.C.E. staff consisted of the following positions:

- Director (Program Administrator)
- Psychologist
- Guidance Counselor
- Teachers
  - English
  - Math
  - Science
  - Social Studies
  - Art
  - Physical Education
  - Health
  - Introduction to Computers
  - Learning Center
- Teacher aides (2)
- Health aide
- Secretary
- Bus driver

In hiring staff, Nassau BOCES adheres to federal and state regulated recruitment and hiring procedures requiring fair employment practices and equal opportunity. Professional personnel are certified in accordance with requirements of the New York State Education Department specifically within areas of expertise which they practice. Positions are compensated according to mandated salary and fringe benefits and contractual arrangements.

NYSED Attendance Improvement and Dropout Prevention Grant.: In 1989-90, P.A.C.E. was awarded a New York State Department of Education attendance improvement and dropout prevention grant. This award substantially enhanced P.A.C.E.'s effectiveness in the areas of guidance and psychological services, in the curriculum areas of art, science, physical education, and in general curriculum development.

In 1990-91, the New York State Department of Education will continue to support essential full-time staffing in guidance and psychological services as well as physical education, outdoor and environmental education, and interdisciplinary curriculum development.

PROGRAM EVALUATION

Evaluation Plan

During the 1989-90 program year, the Nassau BOCES Office of Institutional Research and Evaluation, in cooperation with P.A.C.E. administration and staff, prepared questionnaires for seven groups of respondents as follows:

- current P.A.C.E. students
- former P.A.C.E. students
- parents of current P.A.C.E. students
- parents of former P.A.C.E. students
- pupil personnel administrators in referring districts (districts which sent students to P.A.C.E.)
- pupil personnel administrators in non-referring districts (districts which did **not** send students to P.A.C.E.)
- P.A.C.E.staff

Program evaluation focused on the following:

- Characteristics of respondents
  - response rates
  - students' sex, age, residence, factors at home, grade referred, months attended, graduation status
  - parents' relationship to student, children's grade level, education, income
  - school districts responding, familiarity with P.A.C.E., job titles,
  - program staff job titles

- Program components: assessments of helpfulness of program components, assessments of selected criteria

- Affective outcomes: attendance, tardiness, students' problems, disciplinary history, receives outside help or support, comparison with home district school experience, change in students, students' satisfaction with life, staff morale

- Cognitive outcomes: report card grades, Regents' competency test results

- Student outcomes: graduation rates, future plans of current students, enrollments after P.A.C.E., difficulty adjusting to training/college, occupational counseling or support provided after high school, assistance anticipated as needed by current students after high school, problems since leaving P.A.C.E., employment

Respondents

Response Rates: Members of seven groups were sent a total of 285 questionnaires; 109 were completed and returned for an overall 38% response rate. The average response rate across groups was 51%.

Groups and response rates were as follow:

- P.A.C.E. staff...87%
- parents of current students...69%
- pupil personnel administration in referring districts...66%
- current students...49%
- pupil personnel administration in non-referring districts...47%
- parents of former students...21%
- former students...17%

Students

Gender: Of 17 current students who responded, there were slightly more females than males, 53% and 47% respectively. Of 13 former students who responded, there were twice as many females as males, 66% and 33% respectively. (Appendix D, Table 2).

Age: Eight of the 16 current students who responded to this item were 16 years of age. Three each were 15 years and 17 years; two were 18 years (Appendix D, Table 3).

Residence: All 17 current P.A.C.E. students, and 11 of 13 former students, lived in their parents' homes with their mothers and/or fathers. Two former students lived in their grandparents' homes.

Factors at Home Influenced Adjustment: Five of 17 current students and 10 of 25 parents of current students observed that factors at home influenced students' adjustment. These factors were both positive, as in the case of a highly concerned parent or a particularly caring grandparent; and negative, as in the case of family illness or divorce.

Grade Referred: Of 17 current students who responded, eight were in 10th Grade, four each were in 11th and 12 Grades, and one was in 9th Grade.

Of 13 former students who responded, seven had been referred to P.A.C.E. in 11th grade, four in 10th grade, and two in 12th grade; and six had attended P.A.C.E. in 11th Grade, four in 10th Grade and three in 12th Grade (Appendix D, Table 4).

Months Attended: The mean attendance for current students was 7.5 (sd 4.2); the median was 8.0 months. Nine current students, nearly one-half of those who responded, attended P.A.C.E. 7-12 months, 4 attended P.A.C.E. 1-3 months, 3 attended 20 months, and 1 attended 4-6 months.

The mean attendance for former students was 8.0 (sd 5.3); the median was 6.5 months. Four former students each attended P.A.C.E. 4-6 months and 7-12 months, 2 attended 1-3 months, 1 attended 13-15 months, and 1 attended 20 months (Appendix D, Table 5).

Graduation Status: All the current students who attended P.A.C.E. were anticipating graduation from high school. Four or one-fourth anticipated graduation in 1990, 5 anticipated graduation in 1991, 6 in 1992, and 2 in 1993 or 1994 (Appendix D, Table 6).

Six of the 13 former students who responded to the questionnaire graduated in 1990, 4 (30%) were currently attending high school, 2 (16%) had earned a GED diploma, and 1 (8%) had dropped out of school (Appendix D, Table 7).

Parents

Relationship to Student: Twenty-four responding parents of current students consisted of 16 mothers and 8 fathers.

Thirteen responding parents of former students consisted of 10 mothers and 3 fathers.

Children's Grade Level: Eight of 22 responding parents of current students were parents of 10th graders; five each were parents of 9th and 11th graders; 4 were parents of 12th graders.

Five each of 13 responding parents of former students were parents of students who had attended P.A.C.E. in Grades 10 or 11. Two were parents of former students who had attended in Grade 12, and one respondent was the parent of a former 9th grader (Appendix D, Table 8).

Education: Twenty-three of the responding parents of current students indicated their highest educational levels completed. All had attained at least a high school diploma. Twelve responding parents of current students had continued their educations beyond high school: 5 had attended some college or technical training, 5 had earned a college degree, and 2 had earned a graduate degree.

Eight responding parents of current students did not indicate the highest educational levels that their spouses completed. Of the 15 responding parents of current students who responded to this item, all 15 of their spouses had attained a high school diploma. Nine spouses of responding parents of current students had continued their educations beyond high school: 7 spouses of parents of current students had attended some college or technical training, 2 had attained a Bachelors' or graduate degree.

Five of 16 responding parents of former students did not indicate their highest educational level completed. Ten responding parents had attained at least a high school diploma. Six responding parents of former students had continued their educations beyond high school: 2 had attended some college or technical training and 4 had attained a graduate degree.

Six of 16 responding parents of former students did not indicate the highest educational level that their spouse completed. Eight spouses of responding parents of former students had attained at least high school diploma. Five spouses of responding parents of

former students had continued their educations beyond high school: 4 had attended some college or technical training and 1 had attained an advanced degree (Appendix D, Table 9).

Income: The largest group of parents of current P.A.C.E. students, 12 or more than one-half, had incomes between $40,000 - $79,999. Of the remaining parents of current students: 4 had incomes of $80,000 and above, 3 did not indicate their incomes, 3 had incomes between $20,000-$39,999, and 2 had incomes below $20,000.

The largest group of parents of former P.A.C.E. students, 7 or approximately one-half, had incomes between $40,000-$79,999. Of the remaining parents of former students, 3 had incomes of $80,000 and above, and 2 each did not indicate their incomes, had students incomes between $20,000-$39,999, and had incomes below $20,000 (Appendix D, Table 10).

School Districts

Respondents: A total of 19 of the 44 Nassau County secondary school districts had referred 73 students to P.A.C.E. Districts referring 6 or more students included East Meadow (13 students), Plainview-Old Bethpage (9), Manhasset (7), and Herricks (6). The districts of Bethpage, Garden City, Mineola, North Shore, and Roslyn referred 4 students apiece. Levittown and Long Beach both referred 3 students, Oceanside referred 2 students, and six other districts each referred one student (Appendix D, Table 11).

Seven non-referring districts responded to the questionnaire.

Familiarity With P.A.C.E.: Most of the responding personnel from local districts had visited the P.A.C.E. site. Fifteen of the 17 respondents from the referring districts had visited P.A.C.E., and 5 of the 7 respondents from non-referring districts had visited the P.A.C.E. campus.

Six of the 7 respondents from non-referring districts had heard about P.A.C.E. prior to the survey.

Job Titles: Nine of 17 or about one-half of the respondents from referring districts were guidance counselors. The next largest group of respondents from referring districts was comprised of six assistant principals, approximately one-third of respondents. The remaining two respondents included an assistant superintendent and a director of pupil personnel services.

Six of the 7 respondents from non-referring districts that responded to the survey were directors or supervisors of Pupil Personnel Services or of Guidance (Appendix D, Table 12).

Staff

Job Titles: Nine-tenths of the program staff responded to the survey. Respondents included 9 teachers, 2 teacher aides, an administrator, and the psychologist (Appendix D, Table 13).

Program Components

Assessments of Program Components by Current and Former Students: Current and former students rated the "helpfulness" of components of the P.A.C.E. program on a three-point scale: extremely helpful, helpful, and not helpful. The most helpful components of the program were:

- small group instruction
- effective teachers
- teachers who care
- getting a high school diploma
- academics
- word processing/computer applications.

Components of P.A.C.E. which were rated helpful included:

- work-related education
- making friends
- nontraditional facility
- career exploration
- psychological counseling
- clear discipline policy
- relationship with family
- classroom material
- monitoring of attendance
- class schedule
- course outlines

Overall satisfaction with the program was very high. On a 3-point scale, current students rated their overall satisfaction 2.8 on the average; former students rated their overall satisfaction 2.5 (Table 1).

Table 1

Helpfulness of P.A.C.E. Components (Students)

Component	Student group	(n)	Extremely helpful %	Helpful %	Not helpful %	Mean*	S.D.
Small group instruction	Current	(17)	82	18	0	2.8	.40
	Former	(12)	67	25	8	2.6	.67
Effective teachers	Current	(17)	77	23	0	2.8	.44
	Former	(12)	58	34	8	2.5	.67
Teachers who care	Current	(17)	82	18	0	2.8	.39
	Former	(12)	58	34	8	2.5	.67
Getting a high school diploma	Current	(17)	65	35	0	2.6	.50
	Former	(11)	55	27	18	2.4	.81
Academics	Current	(16)	56	44	0	2.6	.51
	Former	(12)	33	33	33	2.0	.85
Word processing/computer applications	Current	(13)	38	54	8	2.3	.63
	Former	(10)	50	30	20	2.3	.82
Work-related education	Current	(12)	42	50	8	2.3	.65
	Former	(0)	38	12	50	1.9	1.00
Making friends	Current	(16)	38	56	6	2.3	.60
	Former	(12)	42	33	25	1.8	.84
Nontraditional facility	Current	(13)	39	46	15	2.2	.73
	Former	(9)	44	56	0	2.4	.53
Career exploration	Current	(13)	39	46	15	2.2	.73
	Former	(6)	22	56	22	2.0	.71
Psychological counseling	Current	(13)	38	31	31	2.1	.86
	Former	(6)	50	33	17	2.3	.82
Clear discipline policy	Current	(17)	18	82	0	2.2	.39
	Former	(9)	22	45	33	1.9	.78
Relationship with family	Current	(14)	29	64	7	2.2	.58
	Former	(10)	20	40	40	1.8	.79

* Based on a 3-point rating scale; extremely helpful (3), helpful (2), not helpful (1).

Helpfulness of P.A.C.E. Components (Table 1 continued)

Component	Student group	(n)	Extremely helpful %	Helpful %	Not helpful %	Mean*	S.D.
Classroom material	Current	(16)	19	81	0	2.2	.40
	Former	(11)	27	46	27	2.0	.78
Monitoring of attendance	Current	(16)	13	81	6	2.1	.44
	Former	(11)	45	45	10	2.4	.67
Class schedule	Current	(14)	17	64	17	2.0	.61
	Former	(10)	40	50	10	2.3	.68
Course outlines	Current	(14)	7	71	22	1.9	.54
	Former	(9)	22	56	22	2.0	.71
Learning contracts	Current	(16)	6	69	25	1.2	.54
	Former	(7)	14	57	29	1.9	.69
Overall satisfaction	Current	(17)	77	23	0	2.8	.44
	Former	(11)	55	36	9	2.5	.69

* Based on a 3-point rating scale; extremely helpful (3), helpful (2), not helpful (1).

Assessments of Selected Criteria By User Districts: Referring districts assessed P.A.C.E. on selected criteria. P.A.C.E. received excellent ratings on the following:

- Adaptable to individual needs
- Defines student characteristics and consequent modes of intervention
- Offers districts opportunity for input or other participation
- Appropriate teaching methods
- Group size
- Ongoing communication
- Offers students opportunity for input or other participation
- Offers parents opportunity for input or other participation
- Adequate variety of approaches to education
- Effectiveness of personnel
- Discipline policy
- Intake process
- Process of referral back to district
- Provides variation in approach
- Availability of program
- Clear and organized philosophy
- Appropriate assessment materials

P.A.C.E. received good ratings from referring districts on each of the following:

- Site
- Curriculum helps students to progressively master skills
- Identifies student learning through performance objectives
- Curriculum meets the needs of students

- Knowledge of P.A.C.E. personnel
- Continuity of curriculum and activities
- Overall satisfaction

The criterion of comprehensive content was rated as adequate; this was the lowest rating assigned to any of the criteria. None of the criteria were rated as poor (Table 2).

Table 2

Assessments of P.A.C.E. on Selected Criteria (User Districts)

Criteria	(n)	Excellent	Good	Adequate	Poor	Mean*	SD
Adaptable to individual needs	(18)	89%	11%	0%	0%	3.9	.32
Defines student characteristics and consequent modes of intervention	(15)	57	43	0	0	3.6	.51
Offers districts opportunity for input or other participation	(17)	71	23	6	0	3.6	.61
Appropriate teaching methods	(15)	47	53	0	0	3.5	.52
Group size	(15)	47	53	0	0	3.5	.52
Ongoing communication	(17)	59	35	6	0	3.5	.62
Offers students opportunity for input or other participation	(15)	60	33	7	0	3.5	.64
Offers parents opportunity for input or other participation	(15)	60	33	7	0	3.5	.64
Adequate variety of approaches to education	(14)	36	64	0	0	3.4	.50
Effectiveness of personnel	(16)	38	62	0	0	3.4	.50
Discipline policy	(15)	40	60	0	0	3.4	.51
Intake process	(16)	50	44	6	0	3.4	.63
Egress or process of referral back to district	(13)	46	46	8	0	3.4	.65
Provides variation in approach	(11)	45	45	10	0	3.4	.67
Availability of program	(18)	56	33	11	0	3.4	.71
Clear and organized philosophy	(15)	33	60	7	0	3.3	.59
Appropriate assessment materials	(12)	42	50	8	0	3.3	.65
Site	(16)	56	19	25	0	3.3	.87
Curriculum helps students to progressively master skills	(17)	23	71	6	0	3.2	.53
Identifies student learning through performance objectives	(13)	31	61	8	0	3.2	.60
Curriculum meets the needs of students	(17)	29	59	12	0	3.2	.64
Knowledge of P.A.C.E. personnel	(14)	29	57	7	7	3.1	.83
Continuity of curriculum and activities	(14)	21	58	21	0	3.0	.68
Comprehensive content	(14)	7	57	29	7	2.6	.75
Overall satisfaction	(17)	35	59	6	0	3.3	.59

* Based on a 4-point rating scale: excellent (4), good (3), adequate (2) poor (1).

Virtually all referring districts and three-fourths of non-referring districts indicated that they would recommend P.A.C.E.

Assessment on Selected Criteria by P.A.C.E. Staff: Table 3 summarizes ratings of P.A.C.E. on selected criteria by P.A.C.E. staff. Nearly all the criteria were rated excellent to good by more than 80% of the staff.

Staff assigned highest ratings to P.A.C.E. on the following:

- Adaptability to individual needs
- Opportunity offered to students for input or other participation

Staff assigned good ratings to P.A.C.E. on :

- Comprehensive content
- Adequate variety of approaches to education
- Appropriate teaching methods
- Clear and organized philosophy
- Offers parents opportunity for input or other participation
- Curriculum meets the needs of students
- Provides variation in approach
- Defines student characteristics and consequent modes of intervention
- Curriculum helps students to progressively master skills
- Continuity of curriculum and activities
- Appropriate assessment materials
- Identifies student learning through performance objectives

Table 3

Assessment of P.A.C.E. on Selected Criteria (P.A.C.E. Staff)

Criteria	(n)	Excellent	Good	Adequate	Poor	Mean*	SD
Adaptable to individual needs	(13)	62	38	0	0	3.6	.51
Offers students opportunity for input or other participation	(13)	46	46	8	0	3.4	.65
Comprehensive content	(13)	31	69	0	0	3.3	.48
Adequate variety of approaches to education	(12)	42	50	8	0	3.3	.65
Appropriate teaching methods	(13)	46	39	15	0	3.3	.75
Clear and organized philosophy	(12)	50%	33%	8%	8%	3.3	.97
Offers parents opportunity for input or other participation	(12)	50	33	8	8	3.3	.97
Curriculum meets the needs of students	(13)	23	77	0	0	3.2	.44
Provides variation in approach	(13)	23	69	8	0	3.2	.56
Defines student characteristics & consequent intervention modes	(13)	23	61	8	0	3.2	.82
Curriculum helps students to progressively master skills	(12)	17	75	8	0	3.1	.52
Continuity of curriculum and activities	(13)	23	77	8	8	3.0	.82
Appropriate assessment materials	(13)	0	100	0	0	3.0	.00
Identifies student learning through performance objectives	(12)	8	75	17	0	2.9	.52
Other (uses variety of student learning styles)	(3)	33	67	0	0	3.3	.58

* Based on a 4-point rating scale; excellent (4), good (3), adequate (2) poor (1).

Affective Outcomes

Attendance: Many students who were referred to P.A.C.E. had a history of extremely poor attendance and tardiness. Specific attendance data supplied by the local districts were sketchy; poor attendance, however, was cited often in students' intake packets as a cause for referral to P.A.C.E. In general, referred students were in attendance at their local schools perhaps no more than six or seven days a month or 30%.

Students achieved vast improvement in school attendance. The median percentage of days attended at P.A.C.E. for the 4th quarter and for the 1989-90 school year was 83%; only two students had less than 65% attendance. Table 4 presents fourth quarter and overall attendance data for P.A.C.E. students.

Table 4

Attendance at P.A.C.E.

Percentage of Days Attended	4th Quarter n	Overall 1989-90 n
95-100	1	1
91-95	8	6
86-90	5	8
81-85	11	7
76-80	3	6
71-75	2	3
66-70	3	3
61-65	1	1
56-60	0	0
51-55	0	0
46-50	1	1
Total	35	36
Median %	83%	83%

Tardiness: Estimates of tardiness for P.A.C.E. students prior to enrollment in the program demonstrated that one-third of the students were tardy a minimum of 21 days and another one-third were tardy between 11-20 days. Following enrollment in P.A.C.E., tardiness reduced dramatically; four-fifths of the students were tardy ten days or less (Table 5).

Table 5

Days Tardy

	Before P.A.C.E.		In P.A.C.E.	
Days	(n)	%	(n)	%
61+	(2)	7%	(0)	0%
41-60	(3)	10	(0)	0
21-40	(4)	15	(3)	7
11-20	(8)	30	(4)	9
1-10	(9)	35	(17)	40
0	(1)	3	(19)	44
Total	(27)	100%	(43)	100%

Students' Problems: Table 6 summarizes students' problems before and after enrollment in P.A.C.E. Overall, students experienced far fewer problems after enrollment in P.A.C.E.

Virtually all current and former students and all parents of current and former students noted students had not been interested in school prior to their enrollment in P.A.C.E. Lack of interest in school was perceived as a problem by fewer of the respondents after enrollment in P.A.C.E.; only 12% of current students and 8% of their parents noted lack of interest in school as a problem.

Approximately one-fourth of both former students and their parents (23% and 25% respectively) continued to observe that lack of interest in school was a problem after enrollment in P.A.C.E. This represents a substantial reduction from the previous 85% and 88% levels for these groups. The reduction in perception of the problem by former students and their parents, however, was not as extreme as the change in perceptions of current students and their parents. An explanation for this differential perception may be found in program improvements which have been implemented as administration, staff, support, and curriculum have been attuned and enhanced.

Decline in students' problems was marked in other areas as well:

- academic failure
- problems with teachers and/or administrators
- truancy
- school discipline
- negative peer group influences.

Other problem areas showing decline after enrollment in P.A.C.E. were:

- family concerns
- school not meeting needs
- substance abuse
- legal problems.

Table 6

Problems Before and After Enrollment in P.A.C.E.

Problem	Response group*		Before	After
Lack of interest in school	Students	Current	94%	12%
		Former	85	23
	Parents	Current students	92	8
		Former students	88	25
Academic failure	Students	Current	76%	0%
		Former	46	8
	Parents	Current students	84	0
		Former students	69	25
Problems with teachers and/or administrators	Students	Current	56%	6%
		Former	69	31
	Parents	Current students	32	4
		Former students	38	6
Truancy	Students	Current	47%	6%
		Former	69	31
	Parents	Current students	56	4
		Former students	75	19
School discipline	Students	Current	47%	6%
		Former	46	8
	Parents	Current students	36	4
		Former students	38	13
Negative peer group influences	Students	Current	35%	6%
		Former	31	8
	Parents	Current students	64	8
		Former students	44	13
Family concerns	Students	Current	35%	0%
		Former	23	15
	Parents	Current students	20	8
		Former students	13	13
School not meeting needs	Students	Current	29%	0%
		Former	54	0
	Parents	Current students	32	0
		Former students	19	0
Substance abuse	Students	Current	24%	0%
		Former	23	8
	Parents	Current students	12	0
		Former students	13	6

Problems Before and After Enrollment in P.A.C.E. (Table 6 continued)

Problem	Response Group		Before	After
Legal	Students	Current	12%	0%
		Former	8	0
	Parents	Current students	4	0
		Former students	0	0
Employment	Students	Current	6%	12%
		Former	15	8
	Parents	Current students	0	0
		Former students	0	0
Medical/health	Students	Current	0%	0%
		Former	23	8
	Parents	Current students	0	4
		Former students	13	13
Other	Students	Current	12%	0%
		Former	15	8
	Parents	Current students	4	4
		Former students	0	0
None	Students	Current	0	41%
		Former	0	39
	Parents	Current	0	20
		Former	0	25
Total				

* 17 current students, 13 former students, parents of 25 current students, parents of 16 former students

Disciplinary History: More students were subject to punitive disciplinary measures at the home schools than at P.A.C.E. Nine P.A.C.E. students had been subject to punitive discipline at their home schools and assigned to in-school supervision at the local district as compared to 6 students who were assigned to in-school supervision at P.A.C.E. Or, looking at the data another way, of total P.A.C.E. students 1989-90, 9 students had not been the subject of disciplinary action while at their local districts while 16 students needed no disciplinary action at P.A.C.E.

Truancy and excessive behavior of these students was more prevalent at the local districts: 8 students were cited for truancy and excessive behavior at the local districts as compared to 3 students who were cited while at P.A.C.E. Student infractions at the home school and at P.A.C.E. included a range of behaviors such as fighting, cutting, truancy, and leaving campus without permission (Table 7).

Ten P.A.C.E. students were subject to weekly progress reports, a monitoring action which was not, apparently, an option at the local districts.

Table 7

Disciplinary Actions

Disciplinary action	Local district	P.A.C.E.
None	9	16
In-school supervision	9	6
Truancy, cutting, and excessive behavior	8	3
Numerous detention	2	0
Conflict with teacher	1	0
Aggressive behavior	0	1
Weekly progress reports	0	10

In the 1989-90 school year, disciplinary referrals to P.A.C.E. administrators were reduced by 50 percent in comparison to referrals in 1988-89. This reduction in disciplinary referrals can be, likely, attributed to program enhancements, particularly to the innovation of immediate intervention provided by the psychologist to students in crisis.

Receives Outside Help or Support: According to the current and former students who responded, 5 current and 6 former students received supplemental instruction outside of school. Approximately 7 current and 4 former students were currently receiving financial assistance, 5 current and 4 former students were receiving psychological counseling, 4 current and 1 former student were receiving vocational/education counseling, and two current and 1 former student were each receiving family counseling and medical/health care. None of the current and former students who responded, were in drug counseling or receiving probation services. As clarification, this does not mean that P.A.C.E. scurrent and former students did not receive these services; it means, only, that survey respondents did not receive the services (Table 8).

Table 8

Receives Outside Help or Support

	Former Students		Current Students	
	(n)	%	(n)	%
Supplemental instruction	(6)	38%	(5)	22%
Financial	(3)	19	(7)	28
Psychological counseling	(3)	19	(5)	20
Vocational/education counseling	(1)	6	(4)	14
Family counseling	(1)	6	(2)	8
Medical/health care	(1)	6	(2)	8
Drug counseling	(0)	0	(0)	0
Probation services	(0)	0	(0)	0
Other	(1)	6	(0)	0
	(16)	100%	(25)	100%

Comparison With Home District School Experience: Virtually all current P.A.C.E. students and their parents believed that the P.A.C.E. experience compared favorably to their experiences at the home district school. Three-fourths of former P.A.C.E. students and nine-tenths of their parents beilieved that the P.A.C.E. experience compared favorably to their experiences at the home district school.

There was some disparity between current and former students' positive experiences with the program; more current students than former students' had a better experience at P.A.C.E. than at the home district school. This disparity may be ascribed to program improvements and enhancements which were implemented over the first few years of program operation.

In no case, neither with current or former students nor with parents of current and former students, was the P.A.C.E. experience perceived as worse than the experience at the home district school (Table 9).

Table 9

P.A.C.E. Experience Compared With Home District School

	Former student		Parents of former students		Current students		Parents of current students		Total	
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
Better	(9)	75%	(14)	87%	(16)	94%	(25)	100%	(64)	91%
About the same	(3)	25	(2)	13	(1)	6	(0)	0	(6)	9
Worse	(0)	0	(0)	0	(0)	0	(0)	0	(0)	0
Total	(12)	100%	(16)	100%	(17)	100%	(25)	100%	(70)	100%

Extent of Change in Students: According to ratings by P.A.C.E. staff, program participants appeared changed in positive ways. Extensive change was observed on each of the following:

- Positive feedback from parents
- More self-confidence
- More comfortable in peer relationships
- More at ease
- Improved grades
- More comfortable in personal relationships
- Improved test scores
- Improved attendance
- Positive responses to teachers
- Improved classroom behavior
- Positive working relationships

P.A.C.E. staff observed moderate change on each of the following:

- Improved study skills
- Respect for confidentiality
- More comfortable in family relationships

Table 10 presents staff ratings of change in students.

Table 10

Extent of Change in Students (P.A.C.E. Staff)

Changes	(n)	To a large extent	To some extent	None at all	Not applicable (10)	Mean*	SD	
More self-confidence	(13)	69%	31%	0%	-	2.7	.48	
More comfortable in peer relationships	(13)	69	31	0	-	2.7	.48	
More at ease	(13)	69	31	0	-	2.7	.48	
Improved grades	(13)	62	38	0	-	2.6	.51	
More comfortable in personal relationships	(13)	62	38	0	-	2.6	.51	
Improved test scores	(13)	54	38	0	8	2.6	.52	
Improved attendance	(13)	54	38	8	0	2.6	.52	
Positive feedback from parents	(13)	54	15	31	0			
Positive responses to teachers	(13)	46	46	0	8	2.5	.52	
Improved classroom behavior	(12)	42	58	0	0	2.4	.52	
Positive working relationships	(13)	39	61	0	-	2.4	.51	
Improved study skills	(13)	38	54	8	-	2.3	.63	
Respect for confidentiality	(12)	25	58	17	-	2.1	.67	
More comfortable in family relationships	(13)	8	46	0	46%	2.1	.38	
Other**	(12)	50	50	0	-	-	-	

* Means were calculated excluding "not applicable" responses

** Based on a 3-point rating scale; to a large extent (3), to some extent (2), not at all (1)

Students' Satisfaction With Life: Current and former students rated their satisfaction with life on a 5-point scale. Ratings were very positive; three-fourths of current and all the former students rated their satisfaction with life as 3 or better; one-fourth of current students and four-fifths of former students rated their satisfaction with life as 4 or better (Table 11).

Table 11

Students' Satisfaction with Life

	Former students		Current students	
	(n)	%	(n)	%
5	(6)	46%	(2)	12%
4	(5)	39	(6)	35
3	(2)	15	(5)	29
2	(0)	0	(2)	12
1	(0)	0	(2)	12
Total	(13)	100%	(17)	100%
	Mean = 3.7		Mean = 3.2	
	sd = .75		sd = 1.2	

Staff Morale: Responses of P.A.C.E. staff to a 3-point rating scale indicated that the program met many staff needs. The program staff responded very favorably to the following items:

- P.A.C.E. is highly regarded by administrators.
- P.A.C.E. is highly regarded by parents.
- I have a positive working relationship with students.
- I have satisfaction from helping high-risk students.
- P.A.C.E. is highly regarded by students.

More moderately rated were the following items:

- I have ample opportunity to develop my own skills.
- The P.A.C.E. program is highly regarded by colleagues.
- I have ample opportunity for professional growth.
- There is ample opportunity for professional recognition.

Table 12

Extent to Which P.A.C.E. Met Staff Needs

Changes	(n)	To a large extent (3)	To some extent (2)	None at all (1)	Not applicable	Mean*	SD
The P.A.C.E. program is highly regarded by administrators.	(13)	69%	8%	0%	23%	2.9	.32
The P.A.C.E. program is highly regarded by parents.	(13)	61	8	0	31	2.9	.33
I have a positive working relationship with students.	(13)	85%	17%	0%	-	2.8	.38
I have satisfaction from helping high-risk students.	(13)	77	23	0	-	2.8	.44
The P.A.C.E. program is highly regarded by students.	(13)	62	38	0	-	2.6	.51
I have ample opportunity to develop my own skills.	(13)	42	58	0	8%	2.4	.52
The P.A.C.E. program is highly regarded by colleagues.	(13)	38	46	8	8	2.3	.65
I have ample opportunity for professional growth.	(13)	15	77	8	-	2.1	.49
There is ample opportunity for professional recognition.	(12)	16	59	16	9	2.0	.63

* Means were calculated excluding "not applicable" responses.

Cognitive Outcomes

Report Card Grades: Of a total of 214 enrollments in 26 courses, 94% of the students received passing grades in the third-quarter report card period. This is a remarkable achievement for students who, prior to P.A.C.E., received a preponderance of failing grades and were well on their way to dropping out of school.

Table 13 provides third quarter information on courses taken, number of students who passed the course, number of students who failed the course, and total number of students enrolled.

Table 13

Third Quarter Report Card Grades

Course Title	Pass	Fail	Total
English			
English 9	6	1	7
English 10	17	1	18
English 11	15	0	15
English 12	11	0	11
Drama	4	1	5
Creative Writing	1	0	1
Film	2	0	2
Social Studies			
Social Studies 9	6	1	7
Social Studies 10	17	2	19
Social Studies 11	16	1	17
Social Studies 12	18	0	18
Math			
General Math	11	1	12
Sequential 1	1	0	1
Sequential 2	2	0	2
Concepts 1	2	0	2
Concepts 2	1	0	1
Business Math	10	0	10
Science			
General Science	8	2	10
Biology	11	0	11
Environmental Science	7	0	7
Psychology	2	0	2
Art	7	0	7
Health	9	2	11
Introduction to Computers	12	0	12
Keyboarding	5	0	5
World of Work	1	0	1
n	202	12	214
%	94%	6%	100%

Table 14 documents the preponderance of failing grades received by P.A.C.E. students prior to their participation in P.AC.E. Approximately one-half of the students had received failing grades in language, physical education, math, science, and social studies; two-fifths had failed English; and one-third had failed art and/or music.

Table 14

Report Card Grades Before Enrollment in P.A.C.E.

Subject	n	Grades A (89-100)	B (77-88)	C (65-76)	D (55-66)	F	Inc/WD
Language	(15)	0%	8%	23%	8%	53%	8%
Phys. Ed.	(28)	0	18	15	15	52	0
Math	(40)	5	5	25	7	51	7
Science	(32)	5	2	21	16	51	5
Social Studies	(39)	0	7	16	25	48	4
English	(40)	2	0	38	20	38	2
Art/Music	(17)	7	39	22	0	33	0
Health	(11)	0	37	17	0	25	21
Occ.	(8)	10	30	50	10	0	0

Table 15 presents report card grades in a slightly different perspective. The table highlights students' improvement in grades by presenting in grades in subject areas before and after P.A.C.E. For example, before P.A.C.E., 2% of the students earned A's in English, 38% earned C's, 20% earned D's, 38% failed, and 2% withdrew or did not complete. In P.A.C.E., 16% of the students earned A's, 21% earned B's, 3% earned C's, 1% earned D's, 9% failed, and 11% withdrew or did not complete.

Table 15

Report Card Grades

Year	Before P.A.C.E. n	% A (89-100)	B (77-88)	C (65-76)	D (55-66)	F	Inc/W	In P.A.C.E. n	% A (89-100)	B (77-88)	C (65-76)	D (55-66)	F	Inc/W
English	(40)	2%	0%	38%	20%	38%	2%	(44)	16%	21%	32%	11%	9%	11%
Math	(40)	5	5	25	7	51	7	(36)	22	36	25	6	11	0
Social Studies	(39)	0	7	16	25	48	4	(42)	22	22	24	19	11	2
Science	(32)	5	2	21	16	51	5	(30)	14	39	26	4	8	9
Language	(15)	0	8	23	8	53	8	(1)	0	100	0	0	0	0
Art/Music	(17)	7	39	22	0	33	0	(10)	10	70	0	10	10	0
Phys. Ed.	(28)	0	18	15	15	52	0	(41)	22	40	20	7	11	0
Health	(11)	0	37	17	0	25	21	(11)	18	38	8	0	28	8
Occ.	(8)	10	30	50	10	0	0	(4)	25	25	25	25	0	0

Regents' Competency Test Results: Of a total of 72 Regents' Competency Tests taken by P.A.C.E. students, they passed 62 tests or 86%. At the local districts, these students had taken only two-fifths as many RCTs, and they had passed 75% of them (Table 16).

Table 16

Regents Competency Tests Passed and Failed

Subject area	Local district			P.A.C.E		
	Passed	Failed		Passed	Failed	
	n	n	Totals	n	n	Totals
Reading	3	0	3	14	0	14
Writing	2	2	4	13	2	15
Science	6	3	9	11	3	14
History	1	0	1	13	4	17
Math	12	4	16	11	1	12
Total n	24	9	33	62	10	72
	73%	27%	100%	86%	14%	100%

Student Outcomes

Graduation Rates: Fifteen students graduated from high school during the 1989-90 school year (4 in January and 11 in June), and nine students graduated during 1988-89, for a total one-third graduated.

Seventeen students re-enrolled in P.A.C.E. after 1988-89, and 19 re-enrolled after 1989-90, for a total two-fifths expected to graduate.

Ten students were referred back to their home schools during 1988-89, and 12 were referred back to their home schools during 1989-90, for a total one-fourth referred back to their home schools.

During the 1988-89 school year, 9 students graduated, 19 students re-enrolled, and 12 students were referred back to their home schools.

At least three-fourths of P.A.C.E. students either graduated or expected to graduate. Every one of these students had been identified by his or her local district as likely to drop out of school. More than one-fourth of the students was referred back to their districts after participating in P.A.C.E.; many reenrolled in their local school. It is likely that some of the referred students also graduated; P.A.C.E., however, was unable to document this information. Table 17 presents graduation and referral data for P.A.C.E. participants.

Table 17

Graduation

	1988-89		1989-90		Total	
	(n)	%	(n)	%	(n)	%
Graduated	(15)	36%	(9)	23%	(24)	29%
Expected to graduate	(17)	40	(19)	47	(36)	44
Referred to home district	(10)	24	(12)	30	(22)	27
Total	(42)	100%	(40)	100	(82)	100%

Future Plans of Current Students: Three-fourths of current P.A.C.E. students and more than three-fifths of their parents expected that the students would attend college upon graduation. Although none of the students expected that they would pursue job training, six or nearly one-fourth of the parents had this expectation. Three students anticipated no further education or training; presumably, these students expected to seek employment after graduation. Two students expected to return to their local high school prior to graduation (Table 18).

Table 18

Programs in Which Students Will Enroll After P.A.C.E.

Programs	Current students		Parents of current students	
	(n)	%	(n)	%
College	(12)	72%	(18)	75%
Job training	(0)	0	(6)	25
Local high school	(2)	13	(0)	0
No program	(3)	15	(0)	0
Total	(17)	100%	(24)	100%

Enrollments After P.A.C.E.: According to P.A.C.E. records, upon finishing the P.A.C.E. program in 1989, six students were expected to enroll in a two-year college, two students were expected to enroll in a four-year college, and one was planning to go to work. Upon finishing the P.A.C.E. program in 1990, nine students were expected to enroll in a two-year college, four students were expected to enroll in a four-year college, and one student was planning to work.

According to responses of former students, six former students or approximately one-half of respondents enrolled in a college program, and five former students or approximately two-fifths of respondents became employed. Students did not indicate enrollment in job training programs.

According to responses of former students' parents, seven of their sons and daughters enrolled in a college program and six enrolled in job training after P.A.C.E. It appears that, unlike their sons and daughters, parents did not perceive entry-level job training programs as employment (Table 19).

Table 19

Enrollments After P.A.C.E.

	Former students		Parents of former students	
	(n)	%	(n)	%
College	(6)	46%	(7)	53%
Employment	(5)	38	(0)	0
District high school	(2)	15	(0)	
Job training program	(0)	0	(6)	46
Total	(14)	99%	(13)	99%

Difficulty Adjusting to Training/College: Of six parents of former students who responded to the item, "Did your son/daughter have difficulty adjusting to training/college?" three parents indicated that there was difficulty in adjusting and three indicated that there was no difficulty in adjusting (Table 20).

Table 20

Difficulty Adjusting to Training/College

Response Group	(n)	Yes	No
Parents of former students	(6)	50%	50

Occupational Counseling or Support Provided After High School: Asked to indicate on a checklist the types of occupational counseling or support provided former P.A.C.E. students after high school graduation, responses by parents of former students indicated that former students received no occupational counseling or support after high school (Table 21).

Table 21

Counseling or Support Provided After High School

	Parents of former students
Vocational testing/counseling	0%
Educational testing/counseling	0
Job hunt skills	0
Referrals for job interviews	0
Other	0

Assistance Anticipated As Needed After High School: Parents of current students indicated types of assistance they thought their sons or daughters would need upon completion of high school. Education/training, vocational testing/counseling, and training in job hunt skills were seen as needed by more than one-third of the parents. Approximately one-fifth of the parents saw a need for financial support and referrals for job interviews (Table 22).

Table 22

Assistance Anticipated As Needed After High School

Type of Assistance	%
Education/training	40%
Vocational testing/counseling	36
Training in job hunt skills	36
Financial support	28
Referrals for job interviews	24
Transportation	12
Medical/health services	0
Other	4

Problems Since Leaving P.A.C.E.: According to 16 responding parents of former P.A.C.E. students, nearly one-half of their sons and daughter had not experienced problems since leaving P.A.C.E. Of the 8 former students who had experienced problems, problems were in the areas of medical/health, education/vocational training, employment, and family (2 each). Former students apparently did not experience problems in the areas of residential housing, recreational/pleasure, financial/income, legal, transportation, and social activities (Table 23).

Table 23

Problems Since Leaving P.A.C.E.(Parents of former students

	(n)	%
Medical/health	(2)	13%
Education/vocational training	(2)	13
Employment	(2)	13
Family	(2)	13
Residential housing	(0)	0
Recreational pleasure	(0)	0
Financial/income	(0)	0
Legal	(0)	0
Transportation	(0)	0
Social	(0)	0
None	(8)	48
	(16)	100%

Employment: Three-fourths of current students and one-third of former students received parental allowance. One third of responding current students and two-thirds of responding former students obtained income from employment.

Fourteen current students and 9 former students worked while they were attending high school. Students' jobs included various unskilled positions such as waitressing, kitchen work, parking valet, gasoline attendant, cashier and retail sales, babysitting, construction, animal care, and clerical work. Several students had held as many as three jobs (at different times). The modal amount of time at the longest job was 3 months, indicating that many of the jobs were summer jobs. Only 4 current students had worked at any one job for longer than 6 months.

Ten former students were currently seeking employment, 4 were employed part-time, and 2 were employed full time.

Of 9 former students who had experienced problems obtaining and maintaining employment, 3 identified transportation as a difficulty, 3 identified a need for additional training or education, 1 believed that discrimination was a problem, and 2 indicated "other". Two students reported no problems in obtaining or maintaining employment.

Six of the 9 employed former students indicated that they were very satisfied with their current jobs, 2 were somewhat satisfied, and 1 was very dissatisfied.

Five of the 9 employed former students indicated that they were very satisfied with their salaries, 3 were somewhat satisfied, and 1 was very dissatisfied.

Four employed former students had received a job promotion, a raise in pay, or other recognition.

Summary of Impact

Concern for dropouts is predicated on a belief that leaving high school before graduation is bad for the individual and for society. While graduating from high school does not ensure that a person has sufficient academic skills for successful employment and further education, failing to graduate usually ensures that a person does not. Recent studies confirm that dropouts have lower academic skills than high school graduates generally and than graduates with similar personal characteristics (Alexander, Natriello, & Pallas, 1985). Dropouts have poor attitudes about school, low educational and occupational aspirations, lower levels of self-esteem, and less sense of control over their lives than students who do not drop out (Ekstrom et al., 1986; Wehlage & Rutter, 1986).

Economic effects are sizable and well-documented. Dropouts' lower level of educational achievement has an immediate economic consequence: many dropouts have difficulty finding steady, well-paying jobs when they first leave school. The disadvantage intensifies over time and persists over their lifetimes because dropouts have fewer opportunities to obtain additional education and training needed to remain competitive in the job market. Census data reveal that the difference in expected lifetime earnings from ages 18 to 64 between a male high school graduate and a male high school dropout in 1979 was more than $250,000 (U.S. Bureau of the Census, 1983).

The social consequences of dropping out of school extend beyond the economic and psychological impacts that befall individuals, affecting not only those who leave school, but also society at large. Levin (1972) identified seven social consequences of inadequate education, defined as the failure to complete high school:

- forgone national income
- forgone tax revenues for support of government services
- increased demand for social services
- increased crime
- reduced political participation
- reduced intergenerational mobility
- poorer levels of health.

Research on factors associated with dropping-out of school has focused primarily on students' behaviors and performance in school. It is well-documented that poor academic achievement in school, as measured by grades, test scores, and grade retention, is associated with dropping out (Borus & Carpenter, 1984; Ekstrom et al., 1986; Wehlage & Rutter, 1986). It is known, also, that behavioral problems in school (including absenteeism, truancy, and discipline problems) are associated with dropping out,(Bachman, Green, & Wirtanen, 1971; Wehlage & Rutter 1986). According to Catterall (1986), dropping out might better be viewed as a process of gradual disengagement from school culminating in the final act of leaving.

Recent reviews of dropout programs and the literature on the causes of dropping out suggest that a successful strategy for dropout prevention and recovery includes accurate and timely identification of students at risk of dropping out, customizing programs to individuals, and providing an appropriate mix of educational and noneducational services. It appears that P.A.C.E. provides these elements. Among the unique approaches used in the P.A.C.E. design are support services which enable high risk students who are unable to cope with the traditional secondary high school program to benefit from small group, highly individualized instruction.

P.A.C.E. provides a full range of vocational offerings and, also, the in-depth supportive services, small classes and individualized teaching needed by potential dropouts. At P.A.C.E., academic expectations for each student are set commensurate with their abilities as determined by comprehensive individualized assessment). School policies and procedures are designed to serve this target population. A full range of supportive services draws on a delivery system using in-house and community resources and gives students a voice in determining how their school day will be spent, particularly with regard to subject matter, thereby minimizing alienation through student involvement in the process of establishing the parameters in which they must function.

In 1989-90 P.A.C.E. started its third year with 30 students from 16 districts. Of these 30, 17 were continuing students and 13 were processed during the summer. An additional 7 applications were reviewed in October. Additional students were referred as local districts identified other youngsters having serious difficulty in meeting their school's expectations. Given the current staffing pattern, P.A.C.E. can serve up to 40 students.

Local district personnel rated P.A.C.E. excellent on adaptability to individual needs, defining student characteristics and consequent modes of intervention, district opportunity for input or other participation, appropriate teaching methods, group size, ongoing communication, student opportunity for input or other participation, parent opportunity for input or other participation, adequate variety of approaches to education, effectiveness

of personnel, discipline policy, intake process, egress or process of referral back to district, variation in approach, availability of program, clear and organized philosophy, and appropriate assessment materials.

P.A.C.E. staff rated the program excellent on adaptability to individual needs and student opportunity for input or other participation.

Components of P.A.C.E. which students rated as most helpful included small group instruction, effective teachers, teachers who care, getting a high school diploma, academics, and word processing/computer applications.

Participation in P.A.C.E. was associated with vast improvement in students' interest in school. Current and former students and parents of current and former students all were agreed that students' interest in school had improved. Improvement was marked in other areas as well: there was far less academic failure, fewer problems with teachers and/or administrators, less truancy, improved school discipline, and fewer negative peer group influences.

In addition, P.A.C.E. staff noted positive student change in positive feedback from parents, self-confidence, peer relationships, ease, grades, personal relationships, test scores, attendance, responses to teachers, classroom behavior, and working relationships,

The primary accomplishments of this program are evidenced in the vastly improved accomplishments of youngsters enrolled in the program. Students accomplished vast improvement in school attendance. Students who had attended their local school perhaps no more than six or seven days a month, now attended school attended school an average (median) of 83%. In the third-quarter report card period of 1989-90, 94% of the students received passing grades. In June 1990, more than 85% of P.A.C.E. students either graduated or reenrolled in school. These are remarkable achievements for students who, prior to P.A.C.E., received a preponderance of failing grades and were well on their way to dropping out of school.

Students achieved success as measured by attendance in the program, academic achievement, and graduation from high school with a local diploma.

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Appendix A

Tables Describing 1989 and 1990 P.A.C.E. Students

- Table 1 Students by Referring District
- Table 2 Grade Level of P.A.C.E. Students
- Table 3 Age Of Students
- Table 4 Lives With
- Table 5 Participation in Occupational Education
- Table 6 Students' Third Quarter Grades in Occupation Education Programs
- Table 7 Science Grades For Third Quarter

Table 1

Students by Referring District

District	1/89	4/90
Bellmore-Merrick	4	1
Bethpage	-	2
East Meadow	2	6
East Rockaway	1	-
Freeport	1	-
Garden City	1	2
Glen Cove	1	-
Great Neck	1	-
Hempstead	1	-
Herricks	4	2
Levittown	-	1
Long Beach	1	1
Malverne	3	2
Manhasset	1	5
Mineola	1	2
North Shore	-	3
Oceanside	-	2
Oyster Bay	2	1
Plainview	-	2
Port Washington	-	1
Rockville Center	-	1
Roosevelt	1	1
Roslyn	-	1
Syosset	1	-
Westbury	2	1
West Hempstead	-	4
Total	28	40

Table 2

Grade Level of P.A.C.E. Students

Grade Level	1/89	1/90
12	7	15
11	13	8
10	8	13
9	2	4
Total	30	40

Table 3

Age Of Students

Age	1/89	4/90
19	-	3
18	1	14
17	14	11
16	12	9
15	3	1
14	-	2
Total	30	40

Table 4

Lives With

	n	%
Natural parents	22	54%
Single parent	11	27
Natural parent and stepparent	5	12
Foster parent(s)	2	5
Grandparent	1	2
Total	41	100%

Table 5

Participation in Occupational Education

	1/89 n	4/90 n
Large animal care	2	1
Carpentry	2	3
Commercial art	2	0
Commercial food preparation	2	0
Small animal care	1	1
Ornamental horticulture	1	0
Air conditioning/refrigeration	1	1
Child care	1	1
Commercial photography	1	1
Electrical construction	1	0
Nursing	1	0
Welding	1	0
Computer business operator	0	3
Auto mechanics	0	2
Medical assistant	0	1
Computer representative	0	1
Medical lab	0	1
Aviation	0	1
Cosmetology	0	1
Total	19	18

Table 6

Students' Third Quarter Grades
in Occupation Education Programs

Grade	Frequency
90	1
85	2
80	1
75	4
70	4
65	3
60	3
Total	18

Table 7

Science Grades For Third Quarter

Grade	Biology	Environmental Science	General Science
A	1	1	1
B	3	2	5
C	5	1	2
D	0	1	1
F	0	0	2
Inc.	2	1	0
Passed	82%	83%	82%

Appendix B

Student Information Questionnaire

P. A. C. E.

APPLICATION FORM

Student's Name: _____

Student's Address: _____

_____

Student's Home Telephone # _____

Parent's Business # _____

Sending District: _____

Guidance Counselor: _____

Please write a paragraph stating why this student is an appropriate candidate for the P.A.C.E. Program.

Please complete, below, an up-to-date report of the student's attendance and record of cutting for the past two years. Do not attach print-outs. Please provide numerical summary.

Year	19	19
Attendance		
Absences		
Latenesses		
Cutting		

Is there an interest in an occupational program?

If an interest inventory has been completed, please attach.

Has the student had any prior experience with occupational education or vocational education?

If yes, which program?

7/90

P.A.C.E. CONFIDENTIAL STUDENT INFORMATION QUESTIONNAIRE

General Information:

Student's Name: _____

Student's Age: _____ Student's Sex: _____

What is the nature of the student's school problems?

_____
_____
_____
_____
_____
_____
_____
_____

On the scale below, please estimate the severity of these problems:

Mildly Upsetting___	Moderately Upsetting___	Very Severe___	Extremely Severe____	Totally Incapacitating__

When did they begin (give dates)?

_____
_____
_____
_____

List actions taken by school to address these problems (be specific).

_____
_____
_____
_____

What solutions to the problems have been most helpful?

_____
_____
_____
_____

Has the student received any prior professional assistance for their problems? Yes _____ No _____

If so, please provide names(s) and professional title(s):

_____
_____
7/90 _____

What are the student's scholastic strengths and weaknesses?

_____
_____
_____
_____
_____

Is student in need of remedial help? Yes _____ No _____
If so, in what areas:

_____
_____

Family Composition:

Mother's Name: _____

Place of Birth: _____

Educational History: _____
_____
_____

Father's Name: _____

Place of Birth: _____

Educational History: _____
_____
_____

Are there step-parents? _____

Name: _____

Place of Birth: _____

Educational History: _____
_____
_____

Siblings:

Names, Birthdate, Grades: _____
_____
_____
_____

/90

Who lives in the home with the student? _____

_____

_____

School Adjustment:

Age & Grade when entered school: _____

Any repetition of grades: _____

Any change in schools: _____

_____

_____

Any special interests: _____

_____

_____

Has the student been involved in an Alternative Educational Program? Yes ____ No ____

If so, describe the outcome: _____

_____

_____

Has the student ever been classified? _____

If so, when? _____

When was the classification removed? _____

Does student appear motivated to attend P.A.C.E.?_____

_____

What are his/her expectations from P.A.C.E.? _____

_____

_____

What do the parents expect from P.A.C.E.? _____

_____

_____

7/90

P.A.C.E. APPLICATION
CREDIT SUMMARY

Student Name: _____ Sending Dist.: _____

Guidance Counselor: _____

1. Courses completed/ dates:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. Courses/Credits required to complete local diplma requirements. (Compete fully.)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. RCTs passed/dates:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4. RCTs required for graduation:

_____	_____
_____	_____
_____	_____

5. Recommended Occupational Education Component: _____

Area of Interest: _____

_____ Not Known

_____ Not recommended

7/90

Date: _____

CONFIDENTIAL AND
PRIVILEGED

P.A.C.E. SOCIAL HISTORY FORM

Student's Name: _____

Student's Address: _____
_____

Home Phone Number: _____

Home School: _____ _____ _____
Grade: _____ _____
Special School Placement (if any) _____ _____

Who lives in the home with the student? _____
_____

Siblings:

Name	Age	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Mother: _____
Occupation: _____ Phone#: _____
Age: _____ Age at time of Pregnancy: _____
Place of Birth: _____
Educational History: _____

Father: _____
Occupation: _____ Phone #: _____
Age: _____
Place of Birth: _____
Educational History: _____

▸ Developmental History

Pregnancy - complication _____
Delivery: hours of labor _____
type of delivery _____
Post Delivery complications: _____
_____

Developmental Milestones:

Walked: _____ Talked: _____
Coordination: _____ Socialization: _____

7/90

Medical History

Operations: _____

_____

Accidents: _____

_____

High Fevers: _____

Convuslson _____ _____ with Fever, ____ without fever _____

Head Injuries _____ _____ _____

Speech Problems _____

Eye Problems ___ _____ ___

Appetite _____

Any recent Medical Problems: _____

_____

Current Medications: _____

_____

Height _____ Weight: _____

School

Early grade performance: _____

_____

achievement: _____

behavior: _____

Has student ever had to repeat a grade? _____

Current Placement: _____

Special Counseling or Remedial work student is currently receiving. _____

_____

_____

Describe briefly current school problems.

_____

_____

_____

7/20

What action has school taken to address these problems? _____

_____

_____

How have these problems been addressed a home? _____

_____

_____

- Behavior difficulties at home
  (What is it like at home?)

Areas of Conflicts with Parents: _____

_____

_____

Marital stress between parents: _____

Types of discipline used with student: _____

_____

Effectiveness? _____

_____

Delinquent behaviors:

any PINS: _____

Family Court Appearance: _____

Any Court Appearance: _____

Relationships with peers: _____

_____

Student's main hobbies and interests: _____

_____

What are student's areas of greatest accomplishment? _____

_____

_____

Underline the following that applies to the student:

Happy childhood	school problems	Medical problems
unhappy childhood	family problems	Alcohol Abuse
Emotional/Behavior problems	Strong religious convictions	Others: _____
Legal trouble	drug abuse	_____
		_____

7/90

What are the student's ambitions: _____

_____

Has the student been hospitalized for psychological problems?
Yes _____ No _____

If yes, when and where? _____

_____

_____

Does the student have a family physician? Yes _____ No _____

If yes, please give his/her name(s) & telephone number (s):

_____

_____

_____

Has student ever attempted suicide? _____

_____

Has any relative attempted or committed suicide? _____

_____

Does any member of the family suffer from alcoholism, epilepsy, depression, schizophrenia, or other chronic disorders? _____

_____

What do parent expect from P.A.C.E.? _____

_____

_____

Student Profile

Name: _____ Date of Birth _____

Address: _____ Sex: _____

Telephone: _____ Grade: _____

Home School: _____

Parent/Guaradian: _____

Parental Involvement: _____

_____

Reasons for Referral to P.A.C.E.:

_____

_____

_____

Attendance: 1989-90 _____

Attendance problems prior to 1989: _____

Describe: _____

_____

Nature of Student School Problems: _____

_____

_____

Actions Taken by school to address these problems: _____

_____

_____

Academic Performance: _____

_____

Strengths: _____

_____

Weakenesses: _____

_____

Areas where remediation is advised: _____

_____

Intellectual Potential: _____

_____

Personality/Behavior: _____

_____

_____

Suggestions: _____

_____

7/90

C O N F I D E N T I A L

P.A.C.E. STUDENT INTERVIEW QUESTIONNAIRE

Dr. Maria Heim

Student's Name: _____

Date: _____

▸ Family Composition:

Mother's Name: _____ Age: _____

Father's Name: _____ Age: _____

Names of Brothers & Sisters	Age	How do you get along with him/her?

List People who currently live in your household, and their relationship to you:

Name	Relationship to you

How would you described your household? _____

How would you describe your parents?

Mother: _____

Father: _____

7/90

CONFIDENTIAL

How do your mother and father get along? _____

How do you get along with your mother? _____

What activities do you do with your mother? _____

How do you get along with your father? _____

What activities do you do with your father? _____

Health:

Do you have any current concerns about your physical health? Please specifiy. _____

Do you get regular physical exercise? _____

If so, what type and how often? _____

CONFIDENTIAL

Check any of the following that apply to you:

	Never	Rarely	Frequently	Very Often
Marijuana				
Tranquilizers				
Sedatives				
Aspirin				
Cocaine				
Painkillers				
Alchohol				
Coffee				
Cigarettes				
Narcotics				
Stimulants				
Hallucinogens (LSD, etc.)				
Diarrhea				
Constipation				
Allergies				
High Blood Pressure				
Heart Problems				
Nausea				
Vomiting				
Insomnia				
Headaches				
Backaches				
Early morning awakening				
Fitful sleep				
Over eat				
Poor appetite				
Eat "junk food"				

CONFIDENTIAL

Please outline your most signifcant memories and experiences within the following age groups:

0-5 _____

6-10 _____

11-15 _____

16-20 _____

List any interests and hobbies:

_____

Underline any of the following behaviors that apply to you:

Over eat	Suicidal attempts	Can't keep a job
Take drugs	Compulsions	Insomnia
Vomiting	Smoke	Take too many risks
Odd behavior	Withdrawal	Lazy
Drink too much	Nervous tics	Eating problems
Work too much	Concentration difficulties	Aggressive behavior
Procrastination	Sleep disturbance	Crying
Impulsive reactions	Phobic avoidance	Outbursts of temper
		Loss of control

Are there any specific behaviors, actions or habits that you would like to change?

_____

What are some special talents or skills that you feel proud of?

_____

What would you like to do more of? _____

CONFIDENTIAL

What would you like to do less of? _____

_____

What would you like to start doing? _____

_____

What would you like to stop doing? _____

_____

How is your free time spent? _____

_____

_____

List any faults you think you have:

_____

_____

_____

List your good points:

_____

_____

_____

Underline any of the following feelings that often apply to you:

Angry	Guilty	Unhappy
Annoyed	Happy	Bored
Sad	Conflicted	Restless
Depressed	Regretful	Lonely
Anxious	Hopeless	Contented
Fearful	Hopeful	Excited
Panicky	Helpless	Optimistic
Energetic	Relaxed	Tense
Envious	Jealous	Others:

List your five main fears:

1. _____
2. _____
3. _____
4. _____
5. _____

What feelings would you most like to experience more often?

_____

_____

What feelings would you like to experience less often?

_____

_____

CONFIDENTIAL

What are some of the positive feelings you have experienced recently?

_____

_____

When are you most likely to lose control of your feelings?

_____

_____

Describe any situations that make you feel calm or relaxed:

_____ _____ _____

_____ _____ _____

Please complete the following:

If I told you what I'm feeling now _____

_____

One of the things I feel proud of is _____

_____

One of the things I feel guilty about is _____

_____

I am happiest when _____

_____

One of the things that saddens me the most is _____

_____

If I weren't afraid to be myself, I might _____

_____

I get angry when _____

_____

If I get angry with you _____ _____

_____

What kinds of hobbies or leisure activities do you enjoy relaxing? _____

_____

Do you have trouble relaxing and enjoying weekends and vacati
Yes _____ No _____
If "yes", please explain. _____

_____

Describe your current school situation.

_____

_____

_____

What are your plans for the future? _____

_____

Underline each of the following words that you might use to describe yourself:

intelligent, confident, worthwhile, ambitious, sensitive, loyal, trustworthy, full of regrets, wothless, a nobody, useless, evil, crazy, morally degenerate, considerate, a deviant, unattractive, unlovable, inadequate, confused, ugly, stupid, naive, honest, incompetent, horrible thoughts, conflicted, concentration difficulties, memory problems, attractive, can't make decisions, suicidal ideas, persevering, good sense of humor, hard-working.

On each of the following items, please circle the number that most accurately reflects your opinions:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
uld not make mistakes.	1	2	3	4	5
hould be good at everything I do.	1	2	3	4	5
n I do not know, I should pre-end that I do.	1	2	3	4	5
hould not disclose personal nformation.	1	2	3	4	5
m a victim of circumstances.	1	2	3	4	5
life is controlled by outside orces.	1	2	3	4	5
er people are happier than I am.	1	2	3	4	5
is very important to please others.	1	2	3	4	5
y it safe; don't take any risks.	1	2	3	4	5
on't deserve to be happy.	1	2	3	4	5
I ignore my problems, they ill disappear.	1	2	3	4	5
is my responsibility to make ther people happy.	1	2	3	4	5
should strive for perfection.	1	2	3	4	5
ically, there are two ways of loing things -- the right way nd the wrong way.	1	2	3	4	5

CONFIDENTIAL

Do you make friends easily? _____

Do you keep them? _____

Were ever bullied or severely teased? _____

Describe any relationship that gives you:

Joy _____

_____

Grief _____

_____

Rate the degree to which you generally feel comfortable and relaxed in social situations:

Very relaxed _____ Relatively uncomfortable _____

Relatively comfortable _____ Very anxious _____

Generally, do you express your feelings, opinions and wishes to others in an open, appropriate manner? _____

_____

Describe those individuals with whom (or those situations in which) you have trouble asserting yourself: _____

_____

_____

Do you have one or more friends with whom you feel comfortable sharing your most private thoughts and feelings? _____

Describe them: _____

_____

Are you able to confide in your parents? _____

Do your parents understand you? _____

Do you feel loved and respected by your parents? _____

If you have a step-parent, give your age when parent remarried.__

Who are the most important people in your life? _____

_____

_____

CONFIDENTIAL
Check which of the following applies to you:

I picture myself:

being hurt	hurting others
not coping	being in charge
succeeding	failing
losing control	being trapped
being followed	being laughed at
being talked about	being promiscuous

Others:

What picture comes into mind most often? _____

_____

Describe a very pleasant image, mental picture or fantasy:

_____

_____

Describe a very unpleasant image, mental picture or fantasy:

_____

_____

Please complete the following:

I am a person who _____

_____

All my life _____

_____

Ever since I was a child _____

_____

It's hard for me to admit _____

_____

One of the things I can't forgive is _____

_____

A good thing about having problems is _____

_____

The bad thing about growing up is _____

_____

One of the ways I could help myself is _____

_____

Please add anything you feel might help us understand your situation. _____

_____

_____

Appendix C

Student Support Forms

NASSAU COUNTY B.O.C.E.S.

PROGRAM OF ALTERNATIVE COMPREHENSIVE EDUCATION (P.A.C.E.)

The following forms are utilized in an effort to implement the student support program to keep students on track and help them adhere to the rules and regulations of the program:

1 - **The Student-Teacher Contract** is an agreement between a staff member and a student to address specific problematic issues and to delineate actions to be taken by both student and staff to remediate the difficulty.

2 - The **Status Reports** are issued by the teachers to inform the parents and the homeschool guidance counselor of the student's classroom progress. These are used both to acknowledge and reinforce positive behaviors and to pinpoint problematic areas that require modification.

3 - **The Parents Communication Log** is utilized to record any communication between parents and faculty members regarding student functioning, and follow-up action taken as a result of the interaction.

4 - When student's behavior significantly deviates from the school's rules and regulations, a **Disciplinary Report** is generated. This report results in implementation of Student Support Services at the level commensurate with the severity of the infraction.

5 - **Weekly Progress Reports** are generated when a student is having persistent difficulty complying with school rules or meeting academic expectations. Faculty members report daily progress which is reviewed by administration and clinical staff and discussed with the student.

In order to work as a team to assist the student work toward academic success, this information is shared with parents and the student's home school district.

Those students requiring more intensive monitoring are placed on **Daily Progress Reports** which are reviewed on a day-by-day basis.

The goal of the monitoring is to strengthen the students' ability to identify and deal with specific behavioral patterns and ultimately internalize the process and become self-monitoring.

Student-Teacher Contract of Agreement
P.A.C.E.
Old Westbury, New York

Contract of Agreement dated the _____ day of _____ ..., 19 __, between _____, teacher-administrator at P.A.C.E. (hereinafter called "teacher" or "administrator") and _____, student at P.A.C.E (hereinafter called "student.")

Let it be known that as of the aforementioned date the student has agreed with the teacher/administrator to: _____

_____ _____

_____

_____

_____

_____

_____

for a time period of _____ days/weeks. The teacher/administrator has agreed to observe the student during the aforementioned time period and to report periodically on the student's progress. Copies of this contract will be filed with the P.A.C.E. administration and sent to the parents of the named student.

Breach on the part of the student will result in an immediate "Level Two" meeting with the teacher and principal of P.A.C.E. Breach on the part of the teacher will negate any terms agreed to within this contract.

Student and Teacher/Administrator have signed this contract as of the date at the top.

Student: _____ Teacher/Administrator: _____

cc P.A.C.E. Administration
Parent of afore-mentioned student

NASSAU TECHnological Center
P.O. Box 30 • Old Westbury, New York 11568 • 516-333-1560

P.A.C.E. PROGRAM

STATUS REPORT

DATE: _____

TO THE PARENTS OF: _____

DEAR _____

THIS IS TO INFORM YOU HOW YOUR SON/DAUGHTER HAS BEEN DOING IN _____. YOU SHOULD BE AWARE THERE SEEMS TO BE A PROBLEM IN THE FOLLOWING AREA (S):

HOMEWORK _____

TEST GRADES _____

ATTENDANCE _____

LATENESS _____

ATTITUDE, BEHAVIOR _____

CLASSWORK _____

ADDITIONAL COMMENTS: _____

_____

_____

I HOPE THAT WITH SUPPORT AND ENCOURAGEMENT FROM BOTH OF US _____ CAN IMPROVE THIS SITUATION.

_____
SIGNATURE OF TEACHER

_____
SIGNATURE OF STUDENT

NASSAU TECHnological Center

P.O. Box 30 • Old Westbury, New York 11568 • 516-333-1560

P.A.C.E. PROGRAM

STATUS REPORT

DATE_____

TO THE PARENTS OF_____

DEAR_____

THIS IS TO INFORM YOU THAT YOUR SON/DAUGHTER HAS BEEN DOING EXCELLENT WORK IN _____. I AM SURE THAT WITH YOUR SUPPORT THIS WILL CONTINUE. I AM PARTICULARLY PLEASED BY HIS/HER:

ATTENDANCE_____

PUNCTUALITY_____

ATTITUDE, BEHAVIOR_____

TEST GRADES_____

HOMEWORK GRADES_____

PROJECT GRADES_____

COMMENTS_____

_____

_____

_____

_____
SIGNATURE OF TEACHER

_____
SIGNATURE OF STUDENT

P.A.C.E.

PARENT COMMUNICATION LOG

STUDENT:_____

DATE OF CONTACT:_____

FACULTY:_____

PURPOSE OF COMMUNICATION

_____

_____

_____

_____

_____

_____

FOLLOW UP ACTION

_____

_____

_____

_____

_____

_____

PACE PROGRAM
DISCIPLINARY REPORT

STUDENT: _____

DATE: _____ TEACHER: _____

CLASS: _____ PERIOD: _____

NARRATIVE OF INCIDENT: _____

_____

_____

_____

ACTION (S) TAKEN [TEACHER]: _____

_____

_____

RECOMMENDATION(S) OF TEACHER: _____

_____

_____

_____

ACTION (S) TAKEN [ADMINISTRATOR]: _____

_____

_____

_____

FORM BJPC102888 FILE NUMBER: _____

P.A.C.E. PROGRAM

WEEKLY PROGRESS REPORT

STUDENT _____ WEEK OF _____

SUBJECT/TEACHER _____

(Place a Check Mark on the appropriate dash)

	MON.	TUES.	WED.	THURS.	FRI.
PARTICIPATION					
___Outstanding					
___Satisfactory					
___Needs Improvement					
___Unsatisfactory					
CLASS BEHAVIOR					
___Cooperative					
___Uncooperative					
___Disruptive					
___Inattentive					
ATTENDANCE					
___Absences					
___Lateness					
CLASSWORK					
___Excellent					
___Satisfactory					
___Unsatisfactory					
___Incomplete					
___Overdue					
HOMEWORK					
___Prepared					
___Unprepared					
MATERIALS					
___Prepared					
___Unprepared					

ADDITIONAL COMMENTS: _____

_____

_____

Student will carry this form to each class for comments and signature of each teacher. Blank forms are available at the secretarial desk at 8 a.m.

DAILY PROGRESS REPORT

Student: _____ Date: _____

Period	Lateness	Work	*Behavior (Include any time out of room.)	Init.
1				
2				
3				
4				
5				
6				
7				

* - Note - This comment does not replace separate disciplinary reports if and when necessary -- indicate disciplinary report attached.

Reviewed by: _____

Appendix D

Tables Describing Follow-Up Respondents

- Table 1 Response Rates for Groups
- Table 2 Sex of Respondents
- Table 3 Age of Current Students
- Table 4 Grade At P.A.C.E.
- Table 5 Months Attended P.A.C.E.
- Table 6 Anticipated Year of H.S. Diploma (Current Students)
- Table 7 Graduation Status of Former Students
- Table 8 Children's Grade Levels
- Table 9 Parents' Education
- Table 10 Parents' Income
- Table 11 Referring Districts
- Table 12 Job Titles of District Respondents
- Table 13 Job Titles of P.A.C.E. Staff Respondents

Table 1

Response Rates for Groups

Respondent group	n sent	n returned	% response
Current students	35	17	49%
Former students	78	13	17
Parents of current students	35	24	69
Parents of former students	78	16	21
Pupil personnel admin in referring districts	29	19	66
Pupil personnel admin in non-referring districts	15	7	47
P.A.C.E.staff	15	13	87
Total	285	109	

Table 2

Sex of Respondents

Response Group		Male	Female
	(n)	%	%
Students			
Current	(17)	47	53
Former	(13)	33	66
Parents			
Current students	(24)	46	54
Former students	(16)	38	62

Table 3

Age of Current Students

	(n)	%
18	(2)	12
17	(3)	19
16	(8)	50
15	(3)	19
Total	(16)	100%

Table 4

Grade At P.A.C.E.

Response Group		9		10		11		12	
	(N)	(n)	%	(n)	%	(n)	%	(n)	%
Students									
Current	(17)	(1)	6%	(8)	47%	(4)	24%	(4)	24
Former	(13)	(0)	0	(4)	30	(6)	50	(3)	20
Parents									
Current students	(22)	(5)	25	(8)	36	(5)	25	(4)	18
Former students	(13)	(1)	8	(5)	38	(5)	38	(2)	16

Table 5

Months Attended P.A.C.E.

	Former		Current	
Month	(n)	%	(n)	%
20	(1)	8%	(3)	18%
13-15	(1)	8	(0)	0
10-12	(2)	17	(0)	0
7-9	(2)	17	(9)	52
4-6	(4)	33	(1)	6
1-3	(2)	17	(4)	24
	mean = 8.0		mean = 7.5	
	s.d. = 5.3		s.d. = 4.2	
	median = 6.5		median = 8.0	

Table 6

Anticipated Year of H.S. Diploma (Current Students)

Year	(n)	%
1994	(1)	6%
1993	(1)	6
1992	(6)	35
1991	(5)	29
1990	(4)	24%
Total	(17)	100%

Table 7

Graduation Status of Former Students

	(n)	%
Earned diploma	(6)	46%
Currently attending high school	(4)	30
GED	(2)	16
Dropped Out	(1)	8
Total	(13)	100%

Table 8

Children's Grade Levels

Grade	Parents of former students		Parents of current students	
	(n)	%	n	%
12	(2)	16%	(4)	20%
11	(5)	40	(5)	25
10	(5)	40	(8)	30
9	(1)	8	(5)	25
Total	(13)	100%	(22)	100%

Table 9

Parents' Education

Highest level completed	Parents of former students				Parents of current students			
	Respondent		Spouse		Respondent		Spouse	
	(n)	%	(n)	%	(n)	%	(n)	%
Advanced or professional degree	(1)	6%	(1)	6%	(1)	4%	(1)	6%
Graduate degree (MA/MS)	(3)	19	(0)	0	(2)	8	(0)	0
College degree (BA/BS)	(0)	0	(0)	0	(5)	20	(1)	6
Some college/technical training	(2)	12	(4)	25	(5)	20	(7)	25
High school diploma	(4)	25	(3)	19	(9)	40	(5)	19
High school equivalency	(0)	0	(1)	6	(10)	0	(1)	6
Some high school	(0)	0	(1)	6	(1)	4	(1)	6
Junior high school	(1)	6	(0)	0	(0)	0	(0)	0
Missing	(5)	32	(6)	37	(1)	4	(8)	32
Total	(16)	100%	(16)	100%	(24)			
100% (24) 100%								

Table 10

Parents' Income

Income	Parents of former students		Parents of current students	
	(n)	%	(n)	%
More than 100,000	(2)	12%	(3)	14%
80,000-99,999	(1)	6	(1)	4
60,000-79,000	(3)	19	(7)	28
40,000-59,000	(4)	25	(5)	20
20,000-39,000	(2)	12	(3)	14
Less than 19,000	(2)	12	(2)	8
Missing	(2)	12	(3)	12
Total	(16)	98%	(24)	100%

Table 11

Referring Districts

Districts	n	%
Bellmore-Merrick	5	7
Bethpage	4	6
East Meadow	13	18
Freeport	1	1
Garden City	4	5
Glen Cove	1	*
Hempstead	1	1
Herricks	6	8
Levittown	3	4
Long Beach	3	4
Manhasset	7	10
Mineola	4	6
North Shore	4	6
Oceanside	2	3
Plainview-Old Bethpage	9	12
Rockville Center	1	1
Roslyn	4	6
Syosset	1	1
19 districts, 73 students		

Table 12

Job Titles of District Respondents

Title	Referring districts		Non-referring districts	
	(n)	%	(n)	%
Guidance counselor	(9)	53%	(0)	0%
Assistant principal	(6)	35	(0)	0
Assistant superintendent	(1)	6	(0)	0
Director/Supervisor PPS/Guidance	(1)	6	(6)	86
Deputy superintendent	(0)	0	(1)	14
Total	(17)	100	(7)	100%

Table 13

Job Titles of P.A.C.E. Staff Respondents

Title	(n)	%
Teacher	(9)	69%
Teacher aide	(2)	15
Administrator	(1)	8
Psychologist	(1)	8
Total	(13)	100%

Appendix E

Letters of Acknowledgment

June 25, 1989

To The Faculty at Pace,

Today was graduation day from W T Clarke High School and even though I wasn't participating in the graduation ceremony, I figured I would go there and see if I could get my diploma anyway. Well, I received it! A diploma with my name on it. I never cried so many happy and unhappy tears in my life.

I waited until I got home to look at it, and when I finally did, all of you came to mind. I wish I could find the words to express how I feel about all of you and everything each one of you has done to help me make it to this day.

I came to you from a high school that thought I was nothing more than a failure. A good-for-nothing kid who just didn't like school. They couldn't understand how bad I wanted to make it and how hard it was for me trying.

By the time I got to PACE, I didn't know which direction I was going and thought for sure I was never going to make it. I though that all the people in my life who have doubted me and told me straight out, "You're never going to graduate," were right.

You all gave me so much hope. You held my hand,

cared, understood, but most of all, you saw something good in me and liked me. Even after all the mess ups, you never gave up on me. You believed I could do it and helped me to believe in myself.

I got more than just my diploma from you, I got my self esteem and my pride back. You helped me to believe I am a good person and deserve the very best. You were my teachers but best of all you were my friends.

I would like to thank Mrs Villegas for the countless things she has done for me. Any other principal would have given up and just kicked me out. Thank you Mrs Villegas for believing in me.

To Mr C: Thank you for the journal, the poems, the talks, and thank you for being there for me whenever I needed you. You worked with me endlessly so I would make it. I remember when I first came into the school, you promised me that I would succeed, and I did. You're a great teacher and a great person. You'll be in my mind, and in my heart forever.

Mrs Feldman, the first teacher in the world I was actually able to laugh with. I'll miss that. I learned alot in your class, but above all I learned that it is okay and even possible to have fun in school. I love you

Mrs Feldman, and I will miss you a whole bunch.

To Mrs Plagg: I know I must have driven you crazy with all my "I just don't understands," but regardless, you worked with me until I did. Math was never my favorite subject, but you sure made it alot easier to go to with a smile. I most certainly found a friend in you too.

Mr Reiss, what can I say? I missed your class more that I would have liked to. I'm sure more that you would have liked me too also. However, I was there enough to know that you made class a whole lot of fun as well as a place of learning. You gave me more than a fair chance, and I thank you so very much. You are an excellent teacher, and I mean that from the bottom of my heart. I am going to miss you.

To Kathy Tepedino, thank you for all the walks, talks, and the help in anything I happened to be working on in all my periods in the learning center. You are a panic!

Diane, you crazy lady. Thank you for always keeping up on my whereabouts. My mother and I are sure going to miss your phone calls. (Well, maybe not my mother.) By the way, don't I owe you some absent notes?

Last but not least, a very special thank you to Felicia Gaon. I don't even know how to thank you for everything you've done for me. I would never have made it without you. It was because of you I came back to school in the first place. If you didn't call me everyday to tell me it would be okay, and that I still had a great chance, I would have never had the guts to do it. I know sometimes I acted like I didn't appreciate you, and I am sorry. You cared about me so much, it got to the point that I couldn't let myself fail, so I wouldn't let you down. You gave me so much hope for the future. Thank you for working so hard with me. I know that there are going to be a hundred more kids telling you exactly what I am saying. You are such a special person, saying thank you doesn't seem good enough. I will never forget all you have done for me. Never.

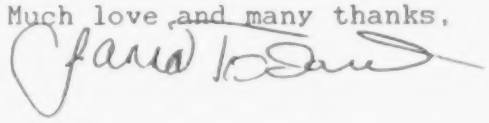
PACE is such a wonderful place to learn and a beautiful place to be. My special thanks to Ira J Singer who realized that a place like PACE was very much need for students like me. The success you have made possible for people who really want it but have a hard time finding it, is something to be very proud of. Thank you Mr Singer for making it possible and for proving to people that the "bad kids" really aren't, if we are just given a chance.

I wrote in my PACE profile that the greatest

accomplishment I could hope for is getting my high school diploma and I did that. Now I hope that one day I can put together a program like PACE and teach students like myself that they're worth the time and effort. Just like all of you have taught me.

You have each helped me in your own special way, so to each of you a very special thank you. I love you all so very much. My family at PACE will never be forgotten.

Much love and many thanks,



GUIDANCE DEPARTMENT
PLAINVIEW-OLD BETHPAGE HIGH SCHOOL
PLAINVIEW, NEW YORK 11803
(516) 349-4763

Assistant Director of
Pupil Personnel Services
Stuart A. Agins

Counselors
Murray Becker
Georgian Kreps
Vincent Siragusa

Psychologist
Dr. Leonard Streim

June 13, 1990

Ms. Yvette Villegas, Principal
P.A.C.E. Program
Nassau Technological Center
P.O. Box 30
Storeshill Rd.
Old Westbury, NY 11568-0030

Dear Yvette,

I want to thank you for providing me with one of the highlights of my twenty-year career in education. I've attended many graduations but none so poignant or memorable as graduation at P.A.C.E. today. In case you didn't notice, there wasn't a dry eye in the place! Today will always serve to remind me of that special component, the human factor, that brought us all to education.

By repairing the wings of some very injured youngsters, you were able to set them free to soar to heights they otherwise would never have known.

Please add my name to your growing list of "aficcionados". I look forward to our continued professional contact next year.

Best regards for a restorative summer.

Sincerely,

Georgian Kreps

Georgian Kreps

GK:eb

cc: Dr. Ira Singer, Superintendent, B.O.C.E.S.
Mr. Randolph Ross, Principal, Plainview-Old Bethpage High School

V1

JUNE 6,1990

MRS. Y. VILLEGAS
P.O. BOX 30
STOREHILL ROAD
OLD WESTBURY,NY 11568

DEAR MRS. VILLEGAS:

IN THE THREE YEARS I SPENT HERE AT P.A.C.E. I'VE EXPERIENCED ALOT. SOME GOOD AND SOME NOT SO GOOD. MY YEARS IN HIGH SCHOOL HAVE BEEN VERY DIFFICULT. THERE WERE MANY TIMES WHEN I WAS READY TO GIVE UP.I FIGURED I COULDN'T TAKE ANYMORE. WITH YOUR HELP AND THE HELP OF THE STAFF HERE I'VE LEARNED I CAN KEEP FIGHTING. NOT ONLY THAT BUT I'VE LEARNED HOW TO LET PEOPLE HELP ME, I'VE LEARNED THAT ALL PEOPLE IN AUTHORITY WEREN'T OUT TO GET ME,BUT,TO HELP ME,AND I'VE LEARNED TO TRUST MORE. THESE HAVE BEEN VERY DIFFICULT ISSUES TO DEAL WITH. I KNOW THAT WHEN EVER I MAY NEED ONE OF YOU, YOU'LL BE THERE. WHETHER ITS NOW OR TEN YEARS FROM NOW. THERE AREN'T TOO MANY PEOPLE THAT CAN SAY THAT ABOUT THEIR SCHOOLS. I FEEL IN ALOT OF WAYS WE, THE STUDENTS AT P.A.C.E., ARE EXTRAORDINARILY LUCKY TO HAVE HAD THIS OPPORTUNITY. I KNOW FOR MYSELF THAT ALOT OF PEOPLE THOUGHT I WAS GOING TO BE NOTHING, A FAILURE. I BEGAN TO BELIEVE IT TOO. I NOW KNOW DIFFERENT. I KNOW I CAN BE ANYTHING I WANT TO BE IF IM WILLING TO WORK TO GET IT. THATS A VALUABLE LESSON THAT WILL HELP ME FOR THE REST OF MY LIFE. I CAN NEVER EXPRESS ENOUGH GRATITUDE AND THANKS FOR ALL P.A.C.E. HAS DONE.

IN THE YEARS I HAVE BEEN HERE I'VE CHANGED ALOT. ITS NOT ONLY ACADEMICALLY, BUT AS A PERSON. IF IT WASN'T FOR THIS SCHOOL THERE'S A VERY GOOD CHANCE THAT THE ONLY FLOWERS I WOULD RECEIVE ON THE THIRTEENTH WOULD BE THE FLOWERS AT MY GRAVE. BEING EXPELLED FROM P.A.C.E. WAS ONE OF IF NOT THE BEST THINGS THAT THIS SCHOOL HAS DONE FOR ME. IT FORCED ME TO BEGIN TO LOOK AT MYSELF AND REALIZE I HAD A PROBLEM WITH DRUGS AND ALCOHOL. I LOVED THIS SCHOOL. WHEN I LEFT HERE IT WAS AS THOUGH A MAJOR PART OF MY LIFE WAS TAKEN. THIS WAS ONE OF THE ONLY PLACES I FELT SAFE. THINGS JUST GOT WORSE ONCE I LEFT HERE. IT WAS ONLY ONE AND A HALF MONTHS AFTER I LEFT HERE THAT I WENT INTO REHAB. YOU HELPED ME HIT MY BOTTOM AND I AM FOREVER GRATEFUL. AS A RESULT OF THE ACTIONS I HAVE TAKEN TO HELP MYSELF I AM GOING TO COLLEGE IN THE FALL. I HAVE EXCELLENT GRADES, I HAVE MY FAMILY BACK,AND I AM BEGINNING TO LOVE MYSELF. I NOW HAVE A GOOD CHANCE AT LIVING

V2

201 Raymond Street
Lockville Centre, N.Y.
May 20, 1990

Mrs. Yvette Villegas
P.A.C.E. Administrator
Valentine Road and the Plain Road
Westbury, New York 11590
Dear Mrs. Villegas,

I would like to take this opportunity to thank you and your wonderful staff for all of the support, encouragement and love you have bestowed on my daughter, Mary Beth Feeney.

It was at P.A.C.E. that she started finding herself, even before she got into recovery. It was at your wonderful school she began to realize she wasn't stupid after all. That was the first breakthrough. As you well know, she has grown in leaps and bounds in the 2½ years she has been a student in your school.

Had it not been for the compassion and understanding of your staff, we might not be looking forward to her graduation next month.

Mary Beth is now facing a future full of promise, hope and happiness — a far cry from her outlook when she first arrived at P.A.C.E. She now intends to go on to college.

You have my undying gratitude for all of your care toward my daughter.

Yours truly,
Eileen Feeney

Appendix F

Respondents' Comments on Follow-Up Questionnaires

P.A.C.E., Program for Alternative Comprehensive Education
Nassau BOCES

Respondents' Comments on Follow-Up Questionnaires

Current Students

How does your experience at P.A.C.E. compare with your experience at your home district school?

At home it's a little better because then I could see my friends. 4-215

If it were not for P.A.C.E. I would probably still be in 10th grade. 5-221

P.A.C.E. is working out great for me. 6-224

Started out great, now I am losing interest. 8-233

Much, much better. 12-198

If it weren't for P.A.C.E., I wouldn't be getting a high school diploma. 13-225

I like P.A.C.E. because the teachers are there to help when you need it. 15-228

If it wasn't for P.A.C.E. I probably would not be going to school. I stil. don't love school but at least I am going. 17-200

How is P.A.C.E. helping you?

Helping me get my diploma. 01-204

It's helping me pass. 2-205

Stay in school and get my diploma. 3-219

It helps me with my academic studies. 4-215

It made me more interested in school because P.A.C.E. is not like school because everybody gets along and it's fun. 5-221

It is helping me get through high school and it is giving me responsibility. 6-224

P.A.C.E. is helping me very much by having the teachers give motivation and by teaching at a slower pace. 7-206

I am passing. 8-233

I am graduating. 9-213

P.A.C.E. is helping me to get a high school diploma. 10-216

By going to P.A.C.E. I cannot cut out like I use to. 11-217

Giving him the opportunity to love school. Realize teachers could care, communicate and be real people. 12-198

P.A.C.E. is teaching me things I need to know to get by in life. It is giving me the chance to learn a trade (BOCES) while making up one year of high school. 13-225

It makes school interesting, so I go every day. 14-208

It's helping me by me getting to classes and not having the chance to cut. 15-228

P.A.C.E. has done alot for me in the past couple of months. Before attending I had an F average, now I have an A average. 16-207

P.A.C.E. is helping me get my high school diploma. 17-200

What do you like about P.A.C.E.?

The closeness with teachers and students. 01-204

The teachers pay attention and help alot more. 2-205

It's small. 3-219

The small classes. 4-215

The freedom. That they treat you like an adult, or at least try to anyway. 5-221

Environment. Small classes. Teacher help and cooperation. 6-224

I like the teachers and students. I also like the way it is different from my regular high school. 7-206

Small classes. 8-233

Most of the teachers are cool. 9-213

I like the people there. 10-216

The people who attend and the teachers. 11-217

Every aspect of the program. 12-198

The teachers, people, and the teaching procedure. 13-225

I like the attention 14-208

I like the teachers. They're really nice. 15-228

I like the students and teachers, just about everything. 16-207

Everybody at P.A.C.E. is really nice, teachers, students and the staff. They are all very understanding. 17-200

How would you improve the P.A.C.E. program?

More heat in winter, more fans and air conditioning in the summer, and more physical education facilities. 01-204

Longer lunch. 3-219

Bigger classrooms. 4-215

Let people drive without giving them a hassle! 5-221

Make lunch a little longer. 6-224

Weed out the bad seeds. 8-233

Get Brumsik Brandon and Mr. C. back. 9-213

Longer lunch period, shorter school hours, air conditioners, and new screens. 10-216

Longer lunch period. 11-217

Longer lunches and breaks!!! 13-225

I wouldn't. 14-208

By trying to improve in my classes a little more. 15-228

I feel that P.A.C.E. should give us more privileges. 16-207

What major problem(s) are you currently facing?
None. 01-204

Alot of problems not talkable. 2-205

None. 3-219

None. 4-215

Job, family, and girl problems. 5-221

None. 6-224

Adolescence and coping with teenage problems. 7-206

Lack of interest. 8-233

No money. 9-213

Friends, family, boyfriends. 10-216

Family and boyfriend. 11-217

On time and attendance. 12-198

Right now, my major problem is at home. 15-228

I do not have any. 16-207

I am trying to find a career that I am interested in. I would like to learn while I am still in school so that I will not have to go to more schooling after I graduate. 17-200

What major problem(s) will you have to face after leaving P.A.C.E.?
Adjusting to college. 01-204

Alot of problems not talkable. ?-205

Current Students (continued)

Going back to North Shore. 3-219

None. 4-215

College, living on my own. 5-221

Job that will give me enough. Getting accepted to college. 6-224

Deciding what college to go too, if I go at all, and finding a job. 7-206

Deciding what college, if any, to attend after Nassau Community College. 9-213

Nothing except college. 10-216

Nothing, just worrying about college. 11-217

I'll have to face the problems of <u>life</u>. They're all major (except for the minor ones). 13-225

Life. 14-208

The problems I'll have after leaving P.A.C.E. is getting a job. 15-228

None. 16-207

Finding a job. 17-200

<u>What particular problem(s), if any, do you face in regard to obtaining or maintaining employment?</u>
To find a job I like and that pays well. 3-219

None. 4-215

My hair is too long. (I guess you know who I am now.) 5-221

Getting along with the manager. 6-224

None. 7-206

Waking up early to work. 9-213

Transportation everywhere. I can get a job. I have no way of getting there. 10-216

On time arrival. 12-198

I <u>used</u> to be lazy, but now, thanks to P.A.C.E., my responsibility has grown extremely. 13-225

I have to find jobs every weekend. 14-208

No problems. 15-228

<u>What do you consider to be your greatest achievement at this point in your life?</u>
Getting my diploma <u>will</u> be when I get it. 01-204

Not failing all my subjects. 3-219

Current Students (continued)

My good grades and no more problems at home like last year. 4-215

That I lived to be 17 years old and I am hopefully going to graduate this year. 5-221

Finally getting along with my parents. 6-221

I am actually passing some classes. 8-233

Making my family proud of me. 9-213

Graduating high school. 10-216

Graduating high school. 11-217

Graduating high school!!! Getting a job that has to do with my BOCES enrollment in carpentry. 13-225

Carpentry. 14-208

My greatest achievement is to be able to work with children. 15-228

My greatest achievement at this point in my life is going to the V.I.C.A. conference and being third place. 16-207

I am thinking about my future and I realize that I need a career after I graduate from P.A.C.E. 17-200

Additional Comments?
Enough to stay in school and be the first to graduate out of my whole family. 7-206

I think that P.A.C.E. is a great program. There are a few people who are abusing our privileges and that is not fair to the rest of us. 8-233

I would just like to say thanks to all of the P.A.C.E. staff for helping me turn my life around. 13-225

I love children. That's why I'm planning on getting into child development in P.A.C.E. 15-228

Everybody at P.A.C.E. is really nice. 17-200

Former Students

How did your experience at P.A.C.E. compare with your experience at your home district school?
P.A.C.E. helped me alot. If it were not for P.A.C.E., I never would have graduated or pursued a career in computers. 3-72

I had more time to concentrate on what I was doing, and since staff was always around, you can't get away with much. 4-38

P.A.C.E. was very very easy, no challenge at all. You needed an I.Q. of a mouse to pass. 7-12

For the first time, I looked forward to go to school. Everyone there was very helpful and understanding. It was a much better atmosphere to learn in. Without P.A.C.E., a diploma would not have been possible for me to obtain. 10-55

P.A.C.E. helped me to achieve my goals for graduation. I did two years in one and graduated in 1990 with my class. Mrs. Heim, helped me to deal and face my problems. I thank all of the people in the faculty for their help. 11-63

Former Students (continued)

What major problem(s) did you face while you were in P.A.C.E.?
Dealing with girls with bad behavior problems. (Robin) 2-43

None. 3-72

Going back to rehab. 4-38

Attendance and motivation. 5-29

I just hated the transportation there and home. 6-53

None. 7-12

Drugs, snotty people. 8-28

None. 9-56

In the beginning, I had some problems with teachers, but only because I was being stubborn and really had no interest in being there. 10-55

Nothing really, just passing my classes. 11-63

Absent alot because of illness. One after the other. Severe depression. 11-999

None. 12-41

How did P.A.C.E. help you?
It got me out of a situation I hated and had no control over. 2-43

Alot. P.A.C.E. gave me incentive to complete school and tasks. 3-72

Support while I was in there. 4-38

Not at all. 5-129

It made me realize I wanted to graduate and become someone. 6-53

P.A.C.E. only helped me by getting me out of high school. 7-12

It didn't. 8-28

It made me a better person. 9-56

P.A.C.E. helped me to grow up alot. It made me realize the importance of attending high school and completing successfully. 10-55

It helped me to get though high school, to graduate in 1990 with my class. 11-63

It only did with things not concerning school. Not really in academics. 11-999

I graduated with decent grades. 12-41

Former Students (continued)

What did you like about P.A.C.E.?

Mr. Corolgas. 1-24

The teachers. 2-43

Just about everything. All my classmates were my very good friends. P.A.C.E. is like family. 3-72

The surroundings (atmosphere) and my peers. 4-38

Unstructured atmosphere. 5-129

Teachers, kids, and the way teachers taught. 6-53

It was easy and the kids were cool. 7-12

Teachers, students, (some). 8-28

The informal location. 9-56

Everything. Teachers, classmates, and my whole experience at P.A.C.E. I wish I could do it all over again! 10-55

Smaller classrooms, teachers care and they spend time to help you. 11-63

It was more personalized. 11-999

Surroundings. 12-41

How would you improve the P.A.C.E. program?

Screen drug dealer children before letting them in because others have drug problems that they are trying to overcome and they don't need that. 2-43

Leave it the way it was. Stop recruiting EVERYBODY. P.A.C.E. is for some, not all. 3-72

Add a little more of a serious attitude in class. 4-38

I would change the appearance on the outside. 6-53

Try to help people with drug problems. 8-28

More trips, more activities to choose from . 9-56

The first year I attended P.A.C.E., it was a zoo. Once Mrs. Villegas directed the program, she really turned the whole program around, but only for the better. 10-55

Restore the building and classrooms. Make a better gym room. 11-63

Be more selective in choosing students. 11-999

I don't know. 12-41

Former Students (continued)

If you left P.A.C.E. before completion, why?
Because of the problems the principal gave me. 1-24

Rehab. 4-38

Asked to leave. 5-129

I got kicked out for telling off a teacher, or at least that's what the administrators said. 7-12

Because I did not like it . 8-28

I was medically too sick to attend. I was given a home tutor. 11-63

School district wouldn't pay anymore because of absences. 11-999

What major problem(s) are you currently facing?
Getting my GED. 1-24

None. I am cheerleader coach/captain and a Student Government Representative. 2-43

College, moving, growing up. 3-72

Fear of failure at college because I don't have good study/work habits. 4-38

None. 6-53

None. 7-12

None. 8-28

None. 9-56

None. Well, actually I'm not studying anything I'm interested in, therefore, it's making my college education somewhat boring. 10-55

No major problem. I wish I sill had Mrs. Hiem to speak to again. 11-63

Earning GED. 11-999

What do you consider to be your greatest achievement at this point in your life?
Returning to school to receive my GED. 1-24

Being a leader in college. Cheerleader captain/coach, Student Government Representative and having a 3.0 average in my first year. 2-43

Graduating BOCES and high school. 3-72

My GED and sobriety. 4-38

School and money for my car. 6-53

Graduating high school. 7-12

Former Students (continued)

Getting my diploma, having a job. My personal life is good. 8-28

I bought my 1990 Mustang and I am making payments to establish credit. 9-56

Receiving a high school diploma. Nobody ever had confidence in me graduating. I always had people lecturing me about the six year plan. I held my head up strong, did everything I possibly could and, most importantly, I proved them all wrong by receiving my diploma on time. 10-55

Completing the tenth and eleventh grade in one year and finishing my English. 11-63

A well paying job. Great boyfriend. Family life. 11-999

Additional Comments
None. 4-38

Without P.A.C.E. I don't know where I would be right now. It gave me a chance to have a positive outlook on life instead of always being negative. I visited several other alternative programs and none of them can compare to P.A.C.E. The atmosphere, and the almost everything about the program sends someone such a warm feeling. Going to school at P.A.C.E. was like going to a family get-together. Even though their was a big difference in most of the students' personalities, we somehow got along very well. We were all there for the same reasons. We could not get along with our home schools, we had many different problems so therefore it made it so much easier for all of us to get along knowing that we all had something in common. 10-55

I don't understand the point of asking all this personal stuff. It's really none of your business. 11-999

Parents of Current P.A.C.E. Students

Comments for problems experienced before entering P.A.C.E.
Uncompleted work, cutting classes. 3-428

She met new group of friends when she entered high school. The truancy started, problems started at home, and things got out of control. She spent one month in Madonna Heights. 4-418

Father deceased. Not a good relationship with stepfather. 5-421

Marked him for cuts. When he cleared them, they did not correct the records. 10-419

Had relationship problems with teachers and low self-esteem. 12-413

Teachers and guidance department did not properly access his potential and showed as much lack of interest in his problem as his lack of interest in the school. 14-229

School has open setting. No discipline. 16-416

School has open setting. No discipline. 17-417

The lack of interest caused her to be absent alot. 20-400

No programs available for technical and mechanically-minded talented students. 22-398

General dislike of school and authority, wanted to drop out of school. 24-420

Parents of Current P.A.C.E. Students (continued)

Comments for problems experienced since entering P.A.C.E.

Medical/health not related to P.A.C.E., but to self-pressures, college, etc. Headaches. 1-404

Had been doing well. Enjoyed P.A.C.E. Now shows a lack of interest and talks of leaving school. 2-433

Needed time to adjust to her peers in school. 3-438

Since coming home from Madonna Heights and entering P.A.C.E. she is making great efforts at home and at school doing what is expected of her. 4-418

Rebellious and secretive. 7-999

Still has an attendance problem, but much much better. 8-402

Due to bus arriving late, at times not doing homework. 10-419

No problems, good change. 11-405

None (a few minor cuts when feeling low). 12-413

There have been times when he just does not want to get up. I hope this is corrected as he get older and pursues a career. 14-229

He loves to go to school now. His comment is that now he deals with a real person teacher. 15-398

School has discipline and shows interest in student. 16-416

School has discipline and shows interest in student. 17-417

She still is absent alot, but I don't think she would be in school if it wasn't for the support she gets at P.A.C.E. She would have dropped out. 10-400

He was late several times, but has improved greatly. 22-398

None. I'm very proud of her. 23-407

Not many problems at all, he left school twice during the whole year. 24-420

Comments for factors at home which may influence his or her adjustment to P.A.C.E.

Remarriage (father deceased). Not a good relationship with step-father. 5-421

A PINS was filed and she was ordered to attend P.A.C.E. We encourage her attendance as much as possible. 8-402

Father's educational level. Older sister's desire to complete high school. 13-206

Concerned parents. 14-229

Marital tensions. 18-408

Parents of Current P.A.C.E. Students (continued)

Why did you send your child to P.A.C.E.?

She had been seriously harassed by students and quit high school because of this. 1-404

Because of severe problems at her home school. 1-433

A large classroom environment was overwhelming. 3-428

We felt the peer pressure at her home school to go back to her past behavior would be too difficult for her to walk away from. 4-418

As a last effort to keep him from quitting school. I had heard good things about P.A.C.E. 5-421

He was failing and truanting. We were concerned that he would be asked to leave school. 6-424

Academic failure. 7-999

Truancy, academic failure, negative peer group influences, lack of interest in school, legal (a PINS was filed), and family concerns. 8-402

For incentive and motivation. 9-415

Help him pass academic subject, and also he wanted to learn a trade. 10-419

She wasn't getting anything out of school. 11-405

To provide a school environment that interested and challenged him. 12-413

School recommendation. 13-206

Not handling public school well at all. 14-229

The guidance counselor suggested it would be excellent for him. It would meet his needs. 15-398

My daughter heard of P.A.C.E. from her sister and also wanted to attend. 16-416

My daughter heard of P.A.C.E. and requested to go. She said she needed discipline. 17-417

Personal attention and caring academic community. 18-408

At age 18 this program was the best for her and the only way she would continue to use her high school education. 19-409

Because she was absent alot and couldn't cope with the environment of a big high school. 20-400

She was failing in school and hated the school she was attending. It had reached the point if she didn't find an alternative, she was going to quit school. 21-410

Manhasset high school was unable to fill his needs. 22-398

This is where she chose to go. 23-407

We heard of the small class settings and the unconventional education system, therefore we thought this might suit his needs. 24-420

Parents of Current P.A.C.E. Students (continued)

Comments comparing the P.A.C.E. with experience at home district school.

She became more outgoing, friendly, and can now defend herself. Sometimes too much. 1-404

She had absolutely no interest in school at all before entering P.A.C.E. I feel her attitude has changed for the better. 4-148

Interested in succeeding. 7-999

Much, much better. 8-402

There has been an improvement in his grades, and he has a much better attitude about going to school. 10-419

Much better. 12-413

Student has more positive outlook about school and further education. 13-206

Comments about how the teachers at P.A.C.E. appear to be concerned. 14-229

No comparison. One hundred percent better. 15-398

She is working with kids her age and she has a more one-to-one teacher-student learning relationship. 19-409

She feels more comfortable here. There aren't as many kids in this school. The staff are all concerned about her, know her, and put her at ease. 20-400

Great improvement with his academic studies. 22-398

He has become motivated, something that we have not seen before, his academics improved for the first time, he is truly receiving an education , his grades prove it. 24-420

Explain attitude improvement.

She was unable to concentrate on school and her academics dropped. Since P.A.C.E., she has become more academic minded. College became a must. She has plans for the future. She likes herself better. She is beginning to trust her peers again. 1-404

It did until recently. Now she is saying that she hates school. 2-433

She is trying to work a little harder. 3-428

She now has an interest in going to school, gets happy when she gets good grades, and seems to care about school, which she did not at all before entering P.A.C.E. 4-418

He is convinced that he will obtain his high school diploma.
6-424

Wants to succeed. Not cutting class. Happy with school in general. 7-999

She seems much more receptive to school. She is passing all classes. 8-402

The teachers treat him with respect. 9-415

He enjoys P.A.C.E. and BOCES. He also made many friends and likes the teachers. He feels they care and like him too! 0-419

Parents of Current P.A.C.E. Students (continued)

Always ready for bus. Always does homework. 11-405

Very positive now towards college, very positive attitude toward teachers, very positive feeling of self-confidence. 12-413

Student seems to do homework with required grades, report card improved. 13-206

Actually studies without being threatened with execution. 14-229

One hundred percent improved. 15-398

She looks forward to going to school and enjoys her teachers. 16-416

She looks forward to going to school and enjoys her teachers. 17-417

More motivation to try harder. 18-408

She seems better adjusted to life and there is talk of following into college. 19-409

She is more comfortable here and isn't as pressured. 20-400

She learned at P.A.C.E. that she was an intelligent person who was able to learn the work and get good grades. She started to raise her self-esteem. 21-410

Does not complain abut school. Completes homework assignments and is interested in succeeding. 22-398

She's more willing to learn. She really has grown up and wants to become a better person and accomplish something out of life. 23-407

He wants to go and wants to do better, he is plainly happier. 24-420

What do you like about his/her experience at P.A.C.E.?
Almost everything. The one-to-one contact. The peer closeness. 1-404

Her ability to talk with her teacher and the fact that they listen and help her. 2-433

She actually looks forward to going to school. She has more of a positive attitude. 3-428

I think the student-teacher relationships are good, and if there are problems, they can be discussed and worked out with staff members. 4-418

Interested in school, felt he was now learning something worthwhile. Became fond of staff and teachers, has made friends there. 5-421

I like the small group atmosphere. I find the staff to be helpful, but firm. It provides the structure he needs. 6-424

Student's improvement. 7-999.

It has definitely been a positive experience. I like the staff very much including teachers, secretaries, administration, and professionals. 8-402

He's very happy. 9-415

Parents of Current P.A.C.E. Students (continued)

My son has a better attitude toward school. 10-419

She is learning. 11-405

Change in attitude toward school and self, small classes, and individual attention. Thank goodness there was a school like this!! 12-413

Student seems more interested in outside subjects. 13-206

Talks about school when he comes home without us asking. 14-229

He has now confidence in himself, good communications with his teachers. 15-398

She shows interest in school and is talking about going to college. 16-416

She shows interest in school and is talking about going to college. 17-417

The personal attention and care given by the teachers, administrators and others. 18-408

High school diploma, being with people her age, doing what people her age do. 19-409

The fact that she sees the school counselor who she loves and is always there for her. 20-400

I am very impressed with the caring attitude of all of the staff at P.A.C.E The teachers brought her from a very dismal looking future to a very bright one. The counselors have been there for her to get her through the tough times. 21-410

The interest and concern of the entire staff given to the students. Homework, attendance, attitudes, progress, etc. Mrs. Villegas is the best choice ever to get this program on the way to great successes, and self confident young women and men will face the future on a positive note! My compliments. 22-398

It has really helped her in many ways. It helped her to understand the meaning of why an education is so important. 23-407

The staff, everyone has compassion, and believe in positive reinforcement as opposed to discipline. 24-420

What do you dislike about his/her experience at P.A.C.E?
I feel that P.A.C.E. may pamper the student a little too much. It tends to walk them through the subjects. Little challenge. 1-404

A lot of kids are involved with drug abuse. 3-428

Nothing. 5-421

I am very satisfied with the program. 6-424

Maybe peer group is less goal oriented than previous high school. 7-999

Nothing. 8-402

No dislikes. 9-415

The bus getting him there late. 10-419

Parents of Current P.A.C.E. Students (continued)

None. 11-405

Nothing. 12-413

Lack of parent participation. 13-206

Did not attend earlier. 14-229

Nothing. 15-398

Nothing. They have made a significant turn around. 16-416

Nothing. I think it is great. 17-417

Nothing. 18-508

Drugs used by students. 19-409

The bus picks up very early. 20-400

My son feels that only problem students attend. 22-398

None. 23-407

Do you have suggestions for improving the P.A.C.E. program?

I think a little tougher curriculum would better prepare them for college experience. They need challenge. 1-404

I think there should be less freedom. 2-433

No, except to not permit classes to become too large. 5-421

None. 8-402

No. 11-405

Optional advanced courses. 12-413

Parent participation. 13-206

Higher enrollment. Giving more students the opportunity given to him. 14-229

No. 15-398

Give drug test to all students before they are allowed in school. 19-409

No. 20-400

None. Excellent program. 22-398

I think you are doing a good job with students already. 23-407

I would like to add, that Mrs. Villegas and the Social Studies teacher were Chris' greatest motivation, along with the wonderful staff at P.A.C.E. He would have never made it through high school. I am very grateful. 24-420

Parents of Former P.A.C.E. Students

Comments for problems before entering P.A.C.E.

Child went to school, but did not attend class. 1-142

Sexual abuse by teacher. 2-143

Teachers were not trying to understand him or communicate with him. 7-156

Marijuana only. 15-141

Comments for problems since entering P.A.C.E.

Child still experiences difficulty in dealing with parent's divorce. 1-142

Became "A" student in P.A.C.E. Program. 2-143

Was only in the school two weeks. 13-126

Still uses marijuana, but I believe less frequently. 15-141

Did not complete school term, currently is working full time. 16-106

Why did you send your child to P.A.C.E.?

So that he would graduate on time from high school. 1-142

To get away from problem teacher. P.A.C.E program suggested by guidance teacher, as her school work was being affected by attitude toward teachers in general. 2-143

Previous checked problems. 3-112

Last alternative. 4-129

Her home school was unable to offer her a program other than the alternative school, which she was very unhappy attending. Truancy remained a problem. 5-159

Because she needed an alternate school experience. 6-173

So he could finish his education. 7-156

She wanted to go to beauty school. 12-128

She failed her 9th grade classes, was left back, and had difficulty with the school system. 13-126

Smaller classes, more attention given where students lack. 14-155

Had been failing since the beginning of 10th grade. Went to prep school where he seemed to be doing better academically and was very happy, but was expelled for using "pot". Went to live in Massachusetts with a relative and went to a first rate public high school, but failed again. If he had stayed on track, he should have entered 12th grade in September 1988, but because of failure, was only in 11th grade. 15-141

He was recommended. 16-106

Comments on how the P.A.C.E. experience compared with experience at home district school

She enjoyed the P.A.C.E. program and her school work improved greatly. 2.143

Parents of Former P.A.C.E. Students (continued)

Was doing really well but unfortunately was expelled due to him being a new student and being scapegoat to students and made an example out of by new administrator. 3-112

The support she received from the staff along with the understanding of her needs that was displayed, along with the caring, was by far more than she ever received at her home school. 5-159

100% better. 7-156

She was more cooperative and saw what jobs a P.A.C.E education would prepare her for. 13-126

Being at P.A.C.E. enabled him to do two years of high school in two semesters and graduate on schedule. He chose to do only academic subjects with no industrial arts courses. He did not express any interest in an industrial field. 15-141

Better for a short term period. 16-106

Comments on instruction or counseling outside school
Psychotherapy, private. 1-142

She was and is under the care of a psychiatrist, but her visits are now monthly instead of weekly. 5-159

Family counseling. 13-126

Comments on attitude toward school.
Because of renewed interest in school work brought about by P.A.C.E. experience, she has a "B" average in college and has a better outlook on school work, etc. 2-143

Enjoyed P.A.C.E. program and earned high grades for his time there. 3-112

No longer feeling like a failure and aware of the concern for her, she tried to improve her attitude and did! 5-159

Improved immediately within one or two weeks. 7-156

He went willingly everyday to school because he really wanted to finish up with a diploma, but I don't think he enjoyed learning for learning's sake. He did express an interest in his science class and was very fond of Mr. Bromser (spelling is wrong, I'm afraid). 15-141

In the beginning. 16-106

What did you like about P.A.C.E. experience?
I felt that he was among people who cared about his program and demonstrated genuine concern for his welfare. 1-142

Small classes and dedicated teacher interest turned her attitude around. 2-143

The above improvements were evident in his behavior at home. 3-112

It was a positive experience for her. The one-on-one concern of her teachers and especially her guidance counselor helped her a great deal. 5-159

I thought P.A.C.E. was wonderful, and I think she did too. Her problem was that she was absent excessively, then asked to leave. 6-173

He did very well. He was very happy. 7-156

Parents of Former P.A.C.E. Students (continued)

She decided that she didn't need a "special" program and wanted to attend a regular school. 13-126

She was no longer a truancy case, passed her subjects and graduated on time. 14-155

I thought the teachers and administration were caring and conscientious. His customized schedule enabled him to get a diploma quickly and I doubt if he would have stuck it out for an additional year in his home school. 15-141

I though the program was very good, especially on the individualized attention available. 16-106

What did you dislike about P.A.C.E. experience?
He was not as involved with drugs as some of the children that he met. 1-142

Nothing negative about P.A.C.E. 2-143

Absolutely nothing. 5-159

Nothing. 7-156

She felt it wasn't challenging enough. 13-126

The other students were youngsters like him with motivation problems and perhaps some of them were in worse shape than he was. An atmosphere which, while inevitable in a school for the unmotivated, is not too desirable. 15-141

Suggestions for improving P.A.C.E.
Just keep up the good work and expand the program. There are many kids out there getting lost. (Expansion should not increase pupil population.) Satellite schools should be considered.5-159

Expansion of career opportunities. 13-126

While the lack of homework made it possible for the students to pass courses without missing deadlines, preparing reports, and disciplining themselves outside of the classroom,, it might have prepared them better if they did have more outside school work to do. 15-141

How soon after completing the secondary program did he/she begin the training program/college?
The next semester. 1-142

Three months. Began program in June, graduated in September. 2.142

Immediately. 3-112

September 1989 at Castleton after taking 6 credits at Nassau Community College in Summer '89 after graduating from P.A.C.E. These 6 credits were required by the local high school to get a diploma but were also accepted by Castleton College. He received B's in both classes. 15-141

Explain difficulties adjusting to training program/college.
Motivation problems still existed in ability to complete tasks. 1.142

Absence. 3-112

Without the structure he needs, he reverted to skipping classes, sleeping late, partying, etc. and the inevitable bad grades. He did not go back to college after the first semester on my recommendation. He spent the winter in Vermont working at a ski resort. He, however, registered for fall 1990 classes. If he returns, he'll be on academic probation. He's currently at home and working as a maintenance man at a theater in Manhattan. He likes the

job and the people. I think he will be an asset to an employer, or profession if he ever finds his niche. He's not lazy if he likes what he's doing. I think he'd be more successful in a hands-on career rather than in academics. 15-141

P.A.C.E.Staff

Extent to which P.A.C.E. meets each criterion as listed on questionnaire.
The greatest asset of the program is in the constant refining of approaches by all staff. This demonstrates the flexibility needed in order to meet the variety of needs and issues of the students as well as a willingness on the part of staff to adapt accordingly. The approaches used both academically and socially are success oriented and foster increased self-esteem. 01-607

Program's philosophy is very clear. Students' skills are relatively poor, so that they enter the program needing direction and structure. Approaches and methods are highly accommodating to individual needs. 02-999

Extent of changes that you see in P.A.C.E students.
We have seen very dramatic changes in some young people who were clearly on a downward spiral. It is remarkable how many decide to continue their schooling after completing our program. Out of 15 graduates this year, 12 will go on to college on either a full- or part-time basis. Others will be utilizing the work/occupational skills developed at Nassau Tech. I do have the feeling we have "saved some lives". 01-607

Students seem to be more involved with school, feel very comfortable in the environment, and look forward to coming to school. Most enter with low confidence levels; eventually, they gain more confidence, but it takes time. Students' reactions to faculty and peers is highly positive. 02-999

I am a bit confused as to what respect for confidentiality means, or more precisely, how this applies to students. Improved classroom behavior is not applicable. Little information provided as to the student's conduct in the sending school. 5-605

The P.A.C.E. student often experiences success for the first time in his/her academic career. 7-611

Extent to which P.A.C.E. fulfills your own needs for professional development.
I believe attempts must be made to connect this program and its staff with other alternative/at-risk programs. The program is very labor-intensive and requires a great deal of commitment from participating staff. 01-607

Professionally, the experience offers ample opportunity to develop, enhance, and refine teaching methods. However, I miss the interaction with more colleagues that I would have in a larger school. I think it would be most beneficial to have faculty attend more conferences and to touch bases with other professionals in the field. 02-999

The opportunity for professional growth needs improvement. More communication is necessary with others who are involved with "at-risk" students. 5-605

I have often felt that I was able to make an impact in the student's life. Often because of my intervention, the student was willing to try a little harder. 7-611

I believe that there is a need for more interaction with students and teachers in other alternative high schools. 12-606

Non-Referring Districts

What did you think of the P.A.C.E. site?
Excellent program. 1-500

Beautiful facility. 3-519

Non-Referring Districts (continued)

The setting is lovely, the facility leaves a great deal to be desired; looks like a BOCES "stepchild." 5-505

Moderately appropriate. 7-543

Would you or would you not recommend P.A.C.E. to others?
Small, well organized one-to-one instruction. 1-500

Good program. 2-514

Lack of first hand knowledge. 4-532

Good for selected students, but would prepare parents for the site. 5-505

We have an Alternative School although P.A.C.E could meet a need we cannot address.

It has its place in the area of possible alternative. 7-543

Please indicate the reason why your district does not send students to P.A.C.E.?
We are able to offer within our high school any necessary counseling or program adjustment. 1-500

Presently have district alternative learning program. 2-514

Cost factor?! Local program in special education provides excellent opportunities for our students. 3-519

Lack of first hand knowledge. Had not heard about P.A.C.E. 4-532

We have considered it and would still. Have not had a case where all agree yet. 5-505

We have an established school. 6-521

Cost and utilization of other alternatives. 7-543

Are there areas in the program that you believe required improvement or further development?
Can't say, haven't actually sent anyone.5-505

Referring Districts

What did you think of the site?
It was most acceptable, attractive, and organized for student and teacher use. 4-517

An excellent choice. Distant, bucolic, different from traditional school. 6-501

Good use of the facility. Beautiful site. 3-518

Quaint, different and probably well suited to this type of program. 7-539

Conducive to learning. Well equipped. Somewhat small. 8-520

Totally appropriate for an alternative learning center. 9-515

Esthetically nice grounds, but classroom facilities very poor. 1-528

Very positive impressions. Very dedicated staff. 11-533

Referring Districts (continued)

Good facilities. Lovely site. 16-507

The campus is beautiful, the structure used by the students needs some work. 17-999

The site is very nice. However, the physical building is not spacious and seems confining. 19-999

The site is magnificent and conducive to the special needs of the P.A.C.E. students, i.e. quiet, peaceful, remote. 18-512

Are there areas in the program that you believe require improvement or further development? Explain.
Greater flexibility in accepting troubled students after the beginning of the year. 1-502

Effective with certain students. 1-502

Better communication of curriculum content for comparison to home school's curriculum. 3-518

Establish own alternative requirement for graduation instead of having to meet all local requirements, i.e. in RVC, kids need study skills, intro to computers, human relations, public speaking, and keyboarding. 4-517

Raise the academic component to make it more challenging for Regents level students. 7-539

Something good can always be made better. I'm not aware of any specific areas. 9-515

More extensive course offerings would make it possible to earn Regents diploma. 11-533

Clearer articulation with district vis a vis credits and grades. 13-526

More options for the students not attending an afternoon vocational program. 12-511

Any program to be worthwhile and effective should always be in a stage of development. 15-542

Would you recommend P.A.C.E. to Others?
I do not know enough about this program. 508

Yes. Provides students who are unsuccessful at our school an opportunity to graduate. 5-540

Yes. Program can meet the needs of students who can not function in a traditional setting. 8-520

Students have become successful and improved their self-image. 9-515

The success they have had in working with our students is excellent. 10-528

It meets the needs of very high risk students. 11-533

Because of the success with previous students recommended to P.A.C.E. and the communication/involvement of the district. 12-511

I believe it to be an excellent alternative for the targeted students. 13-526

It is a special personalized program that is important to the kinds of students who attend. 14-529

Meets the needs of the youngster for whom it is designed. It has helped many of our "turned off" kids. 15-542

Referring Districts (continued)

The administrator and staff know the students well, do outreach, and maintain excellent follow-up with sending district. 527

Do you have any comments, questions, or concerns?

I would like to have a representative visit our counseling department to talk about this program. 508

The P.A.C.E. administration, particularly Mrs. Villegas, does an outstanding job in working with the home school on behalf of the students in her care. 3-518

P.A.C.E. has been very receptive to our students and their needs. Especially helpful has been the ongoing dialogue between P.A.C.E. staff and our counselors. 6-501

The student from our school who participated in P.A.C.E. was a school phobic. His needs (problem) seem to have been addressed in view of the fact that he has returned to the regular program and is making progress towards a diploma. 7-539

It is a fabulous opportunity for selected students. I hope you stay small, individualized, and caring. 9-515

Thank you for allowing input in evaluating your program. Keep up the fine work. 11-533

Continue reaching these kids because home districts need more options for students who cannot succeed in "traditional" high school. 12-511

Communication and reports from P.A.C.E. have been consistent and the quality of information has been excellent allowing me to monitor students' performance and development in P.A.C.E. 13-526

I, as a "building person," have always been pleased with how our students have learned. However, I know that district administrators are not happy with the cost of the program. 15-542

I have enormous respect for the administrator Yvette Villegas who has organized and developed an excellent program. She personally maintains ongoing information exchanges with us keeping us apprised of the students' progress in achievement, behavior, personal, and family matters. 527